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ABSTRACT

The purpose of this practicum was to develop, implement, and evaluate a substitute teacher program. The project stressed the familiarization of substitute teachers and school administrators with their respective support roles based on the assessed needs of each group. The program stressed needs for available materials and for communication among school and institute personnel. A method for planning and implementing the program is included in this document. Also included is a handbook explaining Sacramento public school procedures to prospective substitute teachers. (Authors/JD)

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DEVELOPMENT AND IMPLEMENTATION OF A SUBSTITUTE TEACHER PROGRAM FOR THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO, CALIFORNIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Group Practicum Report
Sacramento Cluster II
Submitted: November 1978

Director, Elementary
Certificated Personnel
Director, Secondary
Certificated Personnel
Respectively

Sacramento, California

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ABSTRACT

Authors: Barrios, René R.
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Publication Date: November 1978

Descriptors: Substitute Teachers; Relief Teachers; Part-time Teachers; Teacher Attendance; Counseling, Individual Counseling; Teacher Workshops, Institutes; Presentation Methods; Communication Problems.

Abstract: The purpose of this practicum was to develop, implement and evaluate a substitute teacher program for the Sacramento City Unified School District in Sacramento, California. The project stressed familiarization of district substitute teachers and school administrators with their respective support roles based on the assessed needs of each group. Components of the program included stressing the need of available materials to substitute teachers, the development of necessary skills to obtain maximum usage of the material, and articulation among personnel, site administrators and substitute teachers. The components were selected to move the district's routine process of recruiting and assignment of substitute teachers to a program of meaning for substitutes and pupils. Workshop experiences were planned to serve as a model to enhance the recruitment and utilization of substitutes by the district. Plans covered kindergarten through twelfth grade substitute teachers and representative site administrators. A process for planning and executing the program was developed and is included in this document. Objectives one and two were successfully accomplished in that complaints from substitute teachers relating to working conditions were significantly reduced. This reduction was accomplished by the writers through the establishment of a network of communications so designed to unite substitute teachers, principals and the Personnel Department. Workshops which were established to provide the network of open communication were effective in providing a means for principals and substitute teachers to come to an understanding of the expectations of each other. Manifestation of the success of this process was evidenced in a substantial reduction of negative job evaluations by site administrators of substitute personnel. Objective three was only partially successful in that we had endeavored to reduce substitute teacher unavailability by 80 percent, but fell short of that goal. Overall, the writers feel that the project was successful.

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I. OVERVIEW OF THE PRACTICUM

DEVELOPMENT AND IMPLEMENTATION OF A SUBSTITUTE TEACHER PROGRAM FOR THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO, CALIFORNIA

I. OVERVIEW OF THE PRACTICUM

A. Description of the Sacramento City Unified School District's Personnel Structure

The Sacramento City Unified School District's Certificated and Classified Personnel Services office is assigned to the Superintendent's staff. This report is addressed to Certificated Personnel only. The Certificated Personnel Department is divided into two segments, each under the supervision of its respective director. One is the Director, Elementary Certificated Services, and the other, the Director, Secondary Certificated Services.

The directors are responsible for recruitment, selection, assignment, transfer, termination procedures, and related counseling of certificated personnel, except those requiring supervision or administrative credentials. They also do other work as required.

Although held accountable for separate personnel segments, the directors share certain responsibilities. These duties include:

1. Recruiting and maintaining a substitute staff for the designated segment
2. Maintaining a knowledgeable grasp of the subject area
3. Maintaining an open-door policy to the concerns of all administrators and personnel
4. Being aware of the total personnel program concerns

B. Defining the Substitute Program and Processing Procedures

The substitute program is maintained to meet the needs of a total school population of 41,000 students. The district conducts one initial substitute recruitment in September of each year. Either the personnel office contacts perspective substitutes who have applications on file with the district office, or candidates for employment contact us.

Processing Procedures

Applications are reviewed by the directors to make sure that each candidate holds a valid teaching credential and that the credential, as specified by board policy, is recorded by the Sacramento County Superintendent of Schools. Those applying for a credential directly through the district office and who meet the necessary requirements receive their credentials directly from the Commission for Teacher Preparation and Licensing.[1]

The total 1976-77 substitute list included 400 persons. The 400 substitutes were personnel who:

1. Worked daily
2. Worked only on designated days
3. Worked in mornings or afternoons
4. Were committed to work for several districts (working on a first-called basis)
5. Left the substitute list in May to actively seek full-time teaching positions before the market became flooded by newly graduated teachers

[1] For You - Our Teacher In Reserve; SCUSD, Sacramento, California, August 1977, pp. 3-4.

Upon credential clearance, perspective substitutes are processed into district service. Steps include:

1. Taking the loyalty oath
2. Filing a report of a tuberculin test taken within 60 days prior to the first day of service
3. Completing a State Teachers' Retirement Systems Questionnaire for the Transactions and Records Section
4. Receiving a Substitutes' Packet containing all necessary information, i.e., maps, phone numbers of schools (See appendix A, page 51)
5. Receiving information from a clerk (designated as "the substitute clerk") telling how they are notified of work

Nothing further is done to accommodate substitutes.

The district's substitute office is centrally operated. Principals call in for substitutes; the clerk, in turn, assigns available personnel to the vacancy.

The district has a systematic evaluation process for substitutes. It includes the use of evaluation forms filled out by site administrators for each substitute in his/her school. All evaluations are sent to the responsible personnel director for appraisal and for any action that need be taken. Primary awareness of problems comes through these evaluations. (See appendix B, page 53)

C. Description of District Perspective and Management of Substitute Personnel

> "The intent of the Sacramento City Unified School District's (SCUSD) Board of Education and its administrative staff is to assign talented teachers

to each classroom in the district. In the absence of the regular teacher, a cadre of well-trained and committed reserve staff of substitutes will be readily available. These teachers will come with skills necessary to maintain class control and teach young people. Such skills will provide instructional continuity and enhance classroom quality. Working conditions will be such that participating substitutes will be provided with a sense of satisfaction and accomplishment."[2]

The intent of the Sacramento City Unified School District's substitute pool is to maintain an ample supply of appropriately credentialed personnel who are on call at all times to meet the needs of the district.

Social and economic changes during the past five years have adversely affected the above staff and school board intent. The primary changing conditions are:

1. An overabundance in teacher supply leading to candidate teachers making commitments to work as substitutes in more than one school district
2. Prospective teachers leaving the field of education because of an oversupply of teacher candidates
3. The increase in the cost of living index causing teacher candidates to indiscriminately accept substitute assignments

These itemized statements are the primary reasons the district is unable to keep an adequate supply of available substitutes on hand.

The purpose of the activities of the practicum is to correct program discrepancies as they currently exist in the design, implementation and maintenance of the district's substitute teacher

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[2] Ibid., pp. ii.

program. To do so will require a review and an evaluation of the present structure and quality of the substitute program. Based on the findings, the writers will recommend to the district methods for program improvement, implementation and institutionalization.

D. The Problem

During the 1976-77 school year, regular classroom teachers, K-12, who took outside jobs caused the substitute list to be depleted on eleven specific occasions.

The significance of this lies in the number of regular teachers who were not supplied with substitute teachers on each specific occasion. During the month of March alone, 175 teachers were not furnished with substitutes. This meant that on the five times in March that the demand was not met, an average of thirty-five teachers were without substitutes. This affected twenty of the district's seventy-seven K-12 grade schools on one occasion alone. As a result, principals had to act as substitutes, use teachers who were on their prep period as substitutes, and divide classes among other teachers.

The situation would not have demanded our Herculean efforts if on each occasion there had been only one teacher in one school that had not been covered because of the district's inability to supply the necessary substitutes.

The frequent shortage of the availability of certificated substitute teacher personnel subjected the district to pressure from in-district teachers, teacher organizations, principals and parents to improve this situation.

Such complaints were brought to the attention of the district superintendent. It was the decision of the superintendent to respond to the complaints through assigning the directors the responsibility of working with the problem.

Up to this point, the bulk of complaints alleging inadequate substitute teacher performance were received in the district office verbally or, in a few cases, in writing. For an objective response to the situation, all complaints had to be identified and documented.

In identifying and documenting the complaints the directors' first task was to review and quantify the claims of the inadequate behavior demonstrated by district substitute personnel.

To accomplish the task, the directors compiled a questionnaire which itemized the six most frequently identified areas of complaint. The questionnaires were mailed to a total of twenty-seven elementary and secondary site managers. A response was received from all twenty-seven participants.

An analysis of the data revealed the following information. Of the 400 substitute teachers working in the Sacramento City Unified School District:

1. Fifty percent experienced great difficulty or had minimal ability in establishing and maintaining classroom control
2. Twenty-five percent demonstrated limited skills in appropriately handling subject matter
3. Ten percent were physically or verbally abusive to pupils
4. In difficult situations, 10 percent of the substitutes walked off assignments before completing same

5. Two percent of the principals received complaints from parents regarding the ineffectiveness of substitutes
6. Twenty-five percent of the substitute evaluations received from principals prior to this proposal were negative, reflecting statements given above, numbers 1 through 5

The above data established the primary areas of weakness in the performance of substitutes as an inability to present subject matter and handle classroom control situations.

The data further indicated that when a teacher lost control of the class, the manifestation of such was to either become abusive to the student or walk away from the situation.

The documentation of the complaints was established. The writers now had to establish objectives to alleviate or minimize the complaints. To accomplish this, it became necessary to identify the major job-related performance task required to be an effective substitute.

To perform this task, the writers conducted a telephone survey of the twenty-seven managers involved in the process. The purpose of the survey was to determine what skills, knowledge or abilities managers felt were sufficient criteria for rating substitutes. Results of the survey revealed the following areas of manager expectations of substitute teachers:

1. In meeting program compliance, a good substitute:
   a) Follows regular lesson plan
   b) Checks and corrects all papers and workbooks which pupils have done
   c) Uses teacher's manuals in presenting lesson plans

d) Maintains a neat and orderly environment

e) Leaves a statement of condition of achievement of components and objectives of subject matter for teacher assessment

2. Substitutes maintain program quality by

a) Arriving at assignment on time

b) Checking with the office for possible return on following day

c) Signing the attendance sheet

d) Becoming familiar with school schedules

e) Maintaining the continuity of teaching in existing learning environment

f) Maintaining the coordination of existing lesson plans

g) Maintaining positive class control

A similar survey was conducted to assess the expectations of substitutes. A random sampling of forty substitutes, twenty elementary and twenty secondary personnel, was questioned by the writers. The survey question was, "What specifics do you need to upgrade your ability to be an effective substitute?"

The responses were gathered and grouped into the following categories:

1. Substitute expectations of site managers were

a) To be alerted to unusual problems in room

b) To be told of events, changes in routine and program

c) To be introduced to class and staff

d) To be given time to check regular teacher's plans to ascertain availability of scheduled equipment if required

e) To be given information on process for obtaining supplies or equipment

2. Expectations of Instructional Directives
   a) Organization of class activities
   b) Diagnosis of pupil progress
   c) Continuous progress of lesson plans
   d) Prescription of individual instruction where needed
   e) Documentation of day's activities
3. Identification of School Site Program Components
   a) Familiarization of program components and objectives
   b) Expectations of individualized instruction
   c) Knowledge of parent and/or community involvement

The district receives direction for a clarification of the planning, implementation, evaluation, and modification processes of the certificated Substitute Program through the direct feedback from supervisory personnel, teachers requiring substitutes, substitutes, parents, and the substitute clerk.

The school principal is asked to assume responsibility for substitute evaluation. If applying for a full-time teaching position, the substitute's evaluation becomes an important consideration in the selection process. This district gives priority consideration to substitute teachers in filling regular vacancies.

E. Objectives

The writers developed terminal objectives to remediate the problem as stated above. These objectives are enumerated below:

Objective 1. By December 1 (1977-78 school year), seventy-five complaints from substitutes concerning teaching conditions will be reduced by 80 percent as compared to December 1 (1976-77 school year). In absolute numbers, such a decrease will reflect a numerical reduction from seventy-five to fifteen complaints.

Objective 2. By December 1 (1977-78 school year), the 154 negative evaluations of substitute teachers' classroom performance from site administrators will be reduced by 80 percent as compared to December 1 (1976-77 school year). In absolute numbers, such a decrease will show a reduction of 123 complaints rounded to the nearest whole number.

Objective 3. By December 1 (1977-78 school year), 80 percent of district requests for substitutes, as compared by count to December 1 (1976-77 school year), will be met. In absolute numbers, such a decrease will reflect a numerical decrease of nine rounded to the nearest whole number.

In order to achieve the terminal objectives, the following process objectives were developed:

1. Develop a suggested evaluation form for schools to use to assure compliance in utilizing the district's substitute teachers
2. Develop a suggested guide for process and product evaluation
3. Conduct workshops for principals, substitutes and any interested support staff to install the school's site substitute process
4. Work out a procedure so that the planning process will systematically proceed during ensuing school years

The Substitute Program is a program for "teachers in reserve" who are employed with the expectation that they will provide a significant contribution to the instructional program. Such personnel carry on the work of those teachers who find it necessary to be absent.

II. REVIEW OF THE LITERATURE

II. REVIEW OF THE LITERATURE

Researchers

Literature pertaining to the role of substitutes is becoming more available. However, there is still need for more development of programs which are designed to enhance and support the knowledge, skills and program awareness of substitutes and site managers. The development and implementation of such programs should produce more effective and responsive working conditions.

In meeting the decision to improve the substitute program in the Sacramento City School District, the writers explored the Review of the Literature for support of their proposal. Results of the review gave the writers strong support for their plan to use the workshop as a process towards meeting the objectives and goals of this practicum.

Rubin wrote:

> "... It is important to note, again, that the installation of an innovation does not begin until: (a) a specific weakness has been identified, (b) the problem has been analyzed, (c) alternate solutions have been considered, and (d) a rational examination of the innovations requirements has occurred."

The time given to each step in the installation process varies with the nature of the innovation and the characteristics of the situation. The steps are based on the following assumptions:

1. ...The needs assessment giving rise to the development and implementation of a substitute teacher program for the Sacramento City Unified School District reflects a deficiency in the following areas:

   a) Supply of substitute teachers for the district K-12

b) Supply of substitute teachers with skills necessary to maintain class control and teach K-12

c) Failure of district to provide avenues of communication between district substitutes and site administrators for the purpose of strengthening a mutual working relationship

2. The benefit of the innovation must be clear

... Both site administrator and substitute teacher have stated specific complaints regarding the substitute teacher's plight...

3. ... Through workshop intervention as planned by both administrators and substitute teachers, strategies to enhance the substitute program will be so presented as to prevent transitional failure...

Planning for innovation may begin at many points. The usual procedure is to use information generated by a needs assessment to initiate the planning effort.

... Again, through joint planning of involved personnel, it becomes an easy process to mutually decide upon a point of entry into the planning effort...

Using Rubin's analysis, the changemasters may wish to review existing correctives and work back to how these correctives are meeting current district discrepancies. In doing so, causal factors and needs can be identified. Relevant and feasible objectives for both the implementator and consumer must be set.

In reference to this document, workshop programs have different meanings depending upon varying points of view, and their development should be done on a rational basis. "Rational basis" is interpreted as setting priorities by both parties.

Rubin states:

> "A majority of inservice (workshop) training programs are either so prescriptive that they insult the teachers' intelligence or so vague that they constitute an exercise in futility. They ignore the logical connections which ought to make pre-service and in-service training a continum of professional growth."[3]

Champagne and Morgan state:

> "Two basic reasons why most supervisory programs are not effective are the lack of involvement of supervisees in the design of the program and the lack of commitment on the part of supervisees to that program... the supervisee should have some input and decision making power in the design, implementation, and evaluation of the supervisory program. This input or decision making power leads to the acceptance, commitment and internalization by the supervisee of the supervisory program."[4]

By having supervisors (site managers) and supervisees (substitute teachers) participate in the decision making portion of the workshop, these two groups are given a chance to become acquainted with the skills and philosophies of one another.

An article entitled, Should School Districts Save Money?, written by the Institute of Administrative Research, Teachers' College, Columbia University, reported the results of 18,452 classroom observations by trained observers. The study concluded that a substitute teacher "... by and large is a 'baby-sitter.'" The writer suggested that some alternative to the usual practice of engaging day-to-day substitute teachers be explored and/or developed.

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3 Rubin, Louis J. Curriculum Development, A Study Guide for Educational Administrators. Fort Lauderdale: Nova University National Ed.D. Program

4 Champagne, David and John L. Morgan. Supervision, A Study Guide for Educational Administrators. Fort Lauderdale: Nova University, National Ed.D Program for Educational Leaders, 1974, p. 299.

Substitute Guides

School districts surveyed across California revealed various attempts to develop and implement substitute teacher guides.

A telephone survey was conducted by each writer through contacting sixteen California state school district personnel officers. (See appendix C for questions and tabulated responses collected from this process.)

In addition to the above information, the writers also received sixteen district substitute agendas, and ten guidelines and handbooks. The Review of the Literature contains representative/descriptive examples of these.

Upon examination of the material, much of it appeared to contain a minimum amount of operational information and guidance for substitutes. Much of the guidebook content was devoted to quoting policies and procedures and the basic duties necessary for marginal substitute performance.

An annotated listing of these materials follows:

Fresno Unified School District

"Substitute Teachers Policy and Procedure Handbook" covers substitute employment procedures for the Fresno district, kindergarter through twelfth grade, children's centers and preschool. This document was developed July 1978. The guide is quite thorough in what it claims to do. The emphasis is on policy and procedure of employment through district separation. Where needed, reference to the California Education Code and district policy is liberally made.

Fresno also publishes a guide "Substitute Teachers Guidebook," which is apparently updated and issued yearly. It contains an

in-depth coverage of the classroom obligation procedures of substitute teachers--preschool, children's centers, and kindergarten through twelfth grade. The guide contains an excellent coverage of the responsibilities of the principal, regular teacher and substitute, each to the other.

Los Angeles Unified School District.

A 1977-78 "Procedure Guide" for substitutes in an eleven-page document of brief and concise procedures affecting certificated substitute employees in the district. It is easily read and to the point. A worthy quote from the substitute guide:

> "The position of the substitute teacher is unique in many respects. It requires resourcefulness and poise as you deal with various types of situations. You should... maintain prescribed program of the regular teacher; but you must also be prepared to plan creatively if you do not find adequate instructions so that students will receive appropriate and worthwhile instruction."[5]

San Francisco Unified School District.

"Permanent Substitute Teachers' Handbook," published September 1978 is a very complete document. It is addressed at length to the concerns and responsibilities of substitutes and regular teachers. This guide is one of the most responsive documents to the issue. It is well written and documented.

Stockton Unified School District.

"Handbook for Substitute Teachers" was adopted by the Stockton Board of Education August 24, 1976. The nine-page publication is well written featuring a question and answer section as a part of the information items.

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[5] Guidelines for Substitute Teachers. Los Angeles City Schools, California. Instructional Planning Division Publication No. GC-44, 1976, p. 1.

Other California school districts with whom the writers made contact were the Davis Joint Unified, Elk Grove, Grant and Rio Linda. The personnel directors in all four districts felt that their districts were too small to warrant any guidance material beyond a Service Record Sheet for their substitutes. These districts were composed of an average pupil population of five thousand.

Questionnaires regarding reactions to the substitute teachers' working procedures were sent to both site managers and all district substitutes in the Sacramento City Unified School District. An assessment of the returns revealed that problems which appeared to be of greatest concern for both groups were:

1. The availability of lesson plans for substitutes
2. Substitutes failing to maintain an emergency teaching kit
3. The availability of school organizational procedures for substitutes
4. The availability of needed classroom materials
5. Maintaining pupil discipline
6. Maintaining good salary schedules
7. Lack of opportunities to communicate with each other

Following is an annotated listing of a search performed on ERIC in the area of substitute teaching.

Bulletins:

Substitute Teachers Current Status and Some Suggestions for Improvement; Jantzen, Alan E., Vockell, Eduard L. NASSP Bulletin: 62:416:34-8 (Mar. 1978) This article stressed the need for more research in the area of increasing the effectiveness of substitute teaching. Professional development for substitutes is recommended by the author.

Improving the Role of Substitute Teachers; Esposito, Frank J. An ex-substitute suggests methods for improving the substitute's lot. The article suggests that the primary means of improving the substitute's role will come through the site manager's commitment to elevate the substitute's role from that of a baby-sitter to one of teacher status. NASSP Bulletin: 59:395:47-50 (December 1975).

The New Substitutes: Free to Teach; Freedman, Mariam K. NASSP Bulletin: 59:391:95-8 (May 1975). Student teachers and aides are more effective teachers than substitutes. A recent study suggests that a change of attitudes and new approaches can change substitute teachers to creative forces in the schools.

Journals:

Substitute A Psychological Study; Weeds, Linda L., Weeds, Thomas L. Elementary School Journal; 75; 3; 162-167 (December 1974). This journal concerns the pupil reaction to teacher absence and the relationship between regular and substitute teachers. Suggestions for change are made.

The Provision of Substitute Teachers; Holdauay, E. A., Bentham, J. A., Alberta Journal of Educational Research: 20:1:24-33 (March 1974). A study of the relative merits of (1) on-call substitutes and (2) internal substitutes as perceived by the Edmonton principals, teachers and substitute teachers.

Substitute Teachers Need Supervisory Help; Washington, Roosevelt, Jr., Educational Leadership: 30:2:153-6 (November 1972). Identifies specific research needs in order to understand more of the concerns, impact, effects of substitute teacher utilization on students' growth and development.

Micro Resource Units Aid Substitute Teachers; Musso, Barbara Bonner; Education Leadership: 27:8:825-6 (May 1970). The presentation of a program to train substitute teachers in New Orleans to be able to meet the needs of students with whom they are unacquainted.

Documents:

Problems and Processes of Inservice Education, The Experiences of Seven Teacher Corps Projects; Cooper, James M., Ed. (books and texts). Publication contains nine papers related to problems in the design and implementation of inservice education programs for those within the Teacher Corps projects. The problems were viewed as generic to all inservice programs.

Other Available Documents:

Arizona Educational Information System, Substitute Teachers, Resource Guide, published May 1976. This guide is the product of a survey conducted by the Arizona Educational Information System. A Resource Guide, the publication includes examples of current practices relating to substitute teachers as well as guidelines for the inservice training of substitute teacher groups.

Minneapolis Reserve Teacher Cadre Training: A Follow-up Study of the 1969-70 Program; Croene, Jennifer L., Hellervik, Lowell W., Minneapolis Public Schools, Minneapolis Department of Research and Evaluation; December 1972, 16 pages. A program to recruit, train, and encourage persons to substitute teach in the inner-city schools of Minneapolis is discussed. A follow-up study was conducted and is discussed.

Summer Teacher Training Institute in Poverty Areas on New York City; King, M. Sylvester; New York City Board of Education, Brooklyn, New York; May 1968, 96 pp. Evaluates a Summer Teacher Training Institute in poverty areas in New York City. The program encompassed two types of training, one of which was to train both substitute and appointed teachers in the nineteen districts involved in the programs. The report covers the opinions of the staff, participants and observers, presenting conclusions and recommendations arrived at. Sample questionnaires and tabulated results are appended.

Bibliographies:

The publication, Substitute Teachers, Arizona Educational Information System, contained what appears to be an excellent bibliography. (See appendix D, page 57.) No follow-up was made to determine the degree of worthiness of this information.

Consultants:

1. Dr. James R. Neal, Dean, School of Education, California State University at Sacramento
2. Dr. Douglas L. Minnis, Associate Dean of Teachers' Evaluation, University of California at Davis
3. Dr. Maryann Gatherall, Professor of Education, University of California at Davis

The contribution to the development of the practicum from these three persons is discussed in the section on Strategies.

Obtaining and supporting substitutes who are able to respond to the needs of students is being demanded by researchers, parents, staff,

students and funding agencies (school boards). These changes cannot be effectively achieved without clear goals and objectives.

1. Substitute efficiency occurs most effectively as substitutes and principals participate in decision making experiences related to the substitute role.
2. Change in substitute classroom performance is most efficiently effected at the local site level.
3. Change in the degree and quality of substitutes at the school site level is effected by inservice education of the principals. This produces a change in his work-style involving staff and substitutes.
4. Change in substitute efficiency is produced through inservice education that develops new perceptions and skills on the part of substitutes.
5. Support in maintaining substitute efficiency is produced more effectively when there is involvement of site administrators in the processes of development, implementation, and evaluation of the district substitute program.

Generalizations concerning the orientation of substitutes which were emphasized both in the literature and in the correspondence from those participating in the survey were:

1. Planned orientation must involve the thinking and evaluating of many people
2. Helping substitute teachers was emphasized in most situations as being a very personal procedure
3. The school secretary (or clerk) was found to be the key person in meeting and assisting the substitute

The suggestions and responses of the substitute teachers polled in this survey support the above findings. The Sacramento City District substitutes expressed a desire for a workshop and individual counseling for elementary and secondary substitute teachers.

The information we obtained from the research, school districts, and from the local substitute questionnaire has been helpful in developing an inservice workshop.

The workshop was worthy as judged by a unanimous request of the participants to continue the process on a yearly basis. This is discussed in the Methodology of this report.

Conclusions

Our research indicates that throughout the state of California, districts suffer a shortage of substitutes in both quality and quantity. Substitute teachers need more assistance than is generally offered, and perhaps due to what appears to be a lack of district interest in their welfare, feel no obligation to stay with a difficult position.

Cities vary in the degree of development of materials and programs for the guidance and instruction of substitute teachers. Total responses indicated that some of the larger districts apparently suffered a shortage of substitutes and offered no more professional help to their substitute teachers than did districts of somewhat smaller populations.

The findings indicated that the present program in the Sacramento City Unified School District demonstrated the same lack in offering beneficial experiences and information cited in the literature and identified in the review of other school programs.

There is much indication from the findings that an increasing number of school systems are recognizing their responsibility toward helping the substitute teacher become an effective component of the professional roster through establishing effective orientation programs.

III. METHODOLOGY

III. METHODOLOGY

Strategies for Development and Implementation of the Objectives

On January 10, 1978, the writers met with Dr. Minnis and Dr. Neal to discuss the need to develop a district substitute teacher training program. After the initial meeting and two weeks of compiling the resources necessary to conduct a workshop, the following generalized agenda was proposed.

It was recommended that selection criteria be developed for use in the selection of thirty substitute teachers per semester during a five-year period to participate in the training. The University of California at Davis and the California State University at Sacramento were to house the program.

It was also proposed that the instructional program be divided into the following seven instructional modules:

1. Orientation to district expectations for substitutes, regulations affecting substitutes, and district services available to substitutes
2. Developing a substitute teachers' teaching kit. This would include activities for a grade level for two days
3. Meeting the principal and other regular teachers. Orientation to the school and class; question and answer session
4. Preparing for the class. The regular teacher's duties, routines, curriculum, and daily plans
5. Establishing a working relationship with the class
6. Techniques of instant diagnosis. Finding out where the students are in their work

7. Critical teacher behavior:
    a. Clarity
    b. Organization
    c. Enthusiasm
    d. Authority
    e. Discussion techniques

Implementation of the program would require obtaining the following resources:

1. Money to finance the program
2. Personnel to facilitate the coordination and instruction of the program
3. Appropriate resource materials

After careful consideration, the writers decided that the expense to the district in terms of time and money was not in keeping with the austerity measures instituted as a result of declining enrollment.

Individualization of the training for substitute teachers was another alternative given serious consideration. However, since the district wanted to make an impact on the most people as soon as possible, the idea of a one-on-one approach was significant as a long-term solution, but not practical as an immediate answer to this problem.

The writers then thought of changing the district practice of reserving the first two months of school for substitute processing to a continuing year-long endeavor. The idea came as a result of the realization that substitute teachers were continuously leaving the district. Since this was the case, why not bring in replacements on the same basis.

Along with a change in processing substitutes, the Review of the Literature served to convince the writers of the advisability of bringing substitutes and site managers together for clarification of job expectancies

before classroom exposure. Thus the development of the one-to-one counseling and the workshop process for substitute teachers.

The district superintendent charged the personnel directors with the responsibility for developing and implementing a model program for the recruitment and utilization of certificated substitute teachers.

The superintendent suggested that the program might consider the following innovations:

1. Expand the recruitment period for substitutes
2. Track and identify the low supply periods of substitute availability
3. Encourage substitutes having appropriate qualifications and experience to accept assignments to all schools, including "less desirable" locations
4. Identify those substitutes having credentials allowing them to work in multilevel areas
5. Ascertain possible areas of frustration on the part of substitutes who exhibited their frustrations through abuse to children and class abandonment.

The directors developed the following recommendations and reported back to the superintendent:

1. The continuous recruitment and maintenance of an adequate responsive substitute pool must be an integral part of the substitute program
2. Adequate personnel must be provided for the successful identification of trends in substitute availability
3. The district must become an educational center for substitutes in order to develop the substitutes' ability to skillfully utilize the tools of trade

4. Goals must be clearly defined so that outcomes of the program can be evaluated
5. Provision must be created to encourage articulation of the substitutes' needs and expectations. There should also be a strengthening of working relationships between substitute teachers and site administrators
6. Replication of the program must be accessible to present and future certificated personnel staff

These recommendations were referred to the superintendent and were endorsed as part of the district's Substitute Recruitment Program.

The development of a strategy to accomplish our objectives was based on the time, resources, money and importance the superintendent placed on the problem related to substitutes. Both writers understood that a solution was needed to curb the number of complaints issuing from principals, teachers and substitutes. A remedy was also needed to reduce the incidence of substitute unavailability.

Guides for substitutes were solicited from other California school districts. The guides were examined to determine the relevancy and support in the development and implementation of the substitute teacher program for Sacramento.

Upon completion of this assessment particular to our situation, the writers arrived at the following conclusions:

1. Most personnel officers in other districts agreed that conducting workshops afforded one of the most expedient means available in dealing with large groups of people

2. Workshops afford one of the best vehicles for facilitating small group and one-to-one interaction between principals and substitutes
3. Through workshops, arrangements could be made to provide substitutes with counseling regarding their roles as substitute teachers
4. Principals needed to be appraised of their responsibilities to substitutes and receiving classes
5. Since training substitute teachers in our local universities was expensive, individual counseling should be integrated into the writers' regular schedule. This would provide an ongoing program with the idea of establishing a closer working coordination between substitutes and the personnel directors
6. The principals should be counseled to permit a better relationship with the personnel directors. Additionally, the directors should be able to apprise the principals of substitute teacher concerns
7. Year-round substitute teacher recruitment would enhance our position in the critical months and increase the potential for inducting mid-year graduates and out-of-state candidates

PART ONE--THE WORKSHOP

Arrangements for the initial workshop were coordinated with the Staff Training representative. A series of meetings followed in which plans were formulated to fill in the content of the workshop and find a facility to accommodate the 300-plus participants. Dr. Maryann Gatheral, Professor of Education at the University of California, Davis, who has extensive knowledge of substitute teacher related problems, was selected to be our main speaker at the workshop. She volunteered her services, but the writers managed to secure a $50 stipend for her involvement. Three principals from the elementary, junior high-middle school, and high school segments were invited to head discussion groups. Substitutes were notified by mailing notices to their homes, by posting notices of the workshop in all schools and by having principals remind them on an individual basis.

The workshop was held on February 14, 1978 at Sutter Middle School in the multipurpose room which has a seating capacity of about 475 persons. Sutter Middle is part of the Sacramento City Unified School District, has a student population of 590, and is located in downtown Sacramento, California. It was selected for its accessibility to participants of the workshop. The workshop was to have lasted for an hour-and-a-half but was actually concluded after two-and-a-half hours.

The workshop itself was attended by 289 substitute teachers. Two handouts developed by the writers entitled Substitute Teacher Program: Suggestions for School Principals and Regular Teachers (appendix E) and Substitute Teacher Program: Specific Responsibilities in Substitute Assignments (appendix F), were given to each participant. The writers'

introductory comments included general information relative to the district's expectations for its substitute teachers; their importance to the district; avenues for resolution of conflict; regulations affecting substitutes; and district services available to substitutes.

The main speaker, Dr. Maryann Gatheral, then made her presentation entitled, "The Substitute Teacher." Some of the basic points stressed in the lecture consisted of the following:

1. Substitute effectiveness
   a. Strengths
   b. Weaknesses
2. What should be the substitute's priorities?
3. What can a substitute do to make his/her teaching more valuable?
4. What qualities and responsibilities must a substitute possess?
5. What do the different teaching levels require?
6. Discipline: Helpful hints
   a. Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not acceptable methods of pupil control
   b. Use positive rather than negative requests and suggestions
   c. Expect respect and cooperation; have respect for students' opinions
   d. Have a positive, enthusiastic attitude toward the assignment
   e. Work habits and general classroom control should be maintained so that continuity in learning will take place
   f. Responsive teaching is the best preventative for disorder. Have clear and definite directions for lessons and for passing and

collecting papers; fairness, and careful follow-through are invaluable in maintaining good order

g. Positive requests and suggestions, consistency, encouragement, and praise are far more effective in controlling students than a negative, sarcastic approach

h. The substitute teacher's own behavior, his courtesy, fairness, and interest in the work all contribute to a well-controlled room

i. Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom

Dr. Gatheral's presentation was the source for part of the information in the district's "Substitute Teachers' Handbook" and all of the information in appendix D. Her presentation was followed by a question and answer period in which the major points covered above were discussed.

The question and answer period was followed by group sessions. The purpose of the sessions was twofold: (1) to reinforce the material supplied by Dr. Gatheral, and (2) to give principals and substitute teachers an opportunity to meet outside of the school grounds (this would allow for better sharing of mutual concerns and better understanding of each others' expectations). The group sessions were led by Mr. Adolphus McGee, principal of Sacramento High School; Mr. Wendall Fair, principal of Charles M. Goethe Junior High School; and Mr. Lloyd Turnstall, principal of Bear Flag Elementary. The writers monitored the sessions and answered questions from the perspective of the personnel office.

The final segment of the workshop was reserved for regrouping and evaluation. The participants were given an evaluation form, Evaluation of Inservice Education Programs (appendix G), to fill out and return before leaving. Of the 289 substitutes attending the workshop, 172 responded. Table 1 shows the responses broken down into the various categories. Because not all of the 172 respondents answered each inquiry, the totals of the different categories vary. However, the data collected from participants indicated that the majority had been affected positively.

TABLE 1

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Division of Instruction
Staff Training Services Department

EVALUATION OF INSERVICE EDUCATION PROGRAMS

Inservice education programs are useful only when they contribute ideas, information, or insights to those who are participating in them. In order to continually improve our training programs, it is necessary for you to determine their worth and make constructive suggestions.

February 14, 1978
Date

"The Substitute Teacher"
Course or Workshop Title

Dr. Maryann Gatheral
Instructor

	Significantly	Moderately	Negligibly		N/A
1. To what extent do you feel that you are better prepared to do your job because of the training you received in this program?	58	112	2	=	172
2. In which of the following areas was this program helpful to you?					
LECTURES: philosophy/theory/general information	26	93	0	=	119
DISCUSSIONS	18	50	11	=	79
DEMONSTRATIONS: methods/techniques/ materials	n/a	n/a	n/a		
WORKSHOP ACTIVITIES	n/a	n/a	n/a		
TEXTS AND RESOURCES: knowledge/ availability	33	47	0	=	80
MATERIALS/SUPPLIES	24	15	1	=	40
OTHER:					

3. Did this program meet the stated objective? Yes 142 No

4. ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

5. List other inservice programs you would like to see offered by the Staff Training Services Department.

INSTRUCTOR WILL RETURN EVALUATION TO STAFF TRAINING SERVICES DEPARTMENT.

SIGNATURE OPTIONAL

PART TWO--COUNSELING

The writers have been holding one-on-one counseling sessions over a ten-month period (December 1977 - November 1978) with substitute teachers to answer any question they might have, to clarify the function of the personnel office in relationship to the substitute, the principal and the teachers, and to reinforce data obtained from the workshop. We referred twenty-four substitutes to sources who could provide them with ideas helpful in a classroom situation. Two of the sources were Dr. Maryann Gatheral and Mr. Adolphus McGee, both participants in our workshop.

A total number of 296 substitute teachers have been counseled to date. It was the writers' intent to communicate with all of the district's substitute teachers. Following is a month-by-month breakdown showing how many substitutes have had communications with the personnel department. These figures represent the counseling session for substitutes. Further communications are not shown.

Table 2

Month-by-Month Breakdown of Substitute Teachers During Ten-Month Period

	Elementary Level	Secondary Level	Total
December 1977	8	5	13
January 1978	15	15	30
February 1978	15	15	30
March 1978	18	20	38
April 1978	15	15	30
May 1978	20	20	40
June 1978	8	7	15
September 1978	10	10	20
October 1978	20	20	40
November 1978	20	20	40
	149	147	296

We have integrated this endeavor into our regular duties and have noted that complaints from principals and substitutes have been reduced significantly. As a result of having had positive reinforcement from the writers during the short sessions, substitute teachers are now more amenable to calling personnel with a concern before it is manifested through negative evaluations or substitute teacher complaints. The writers now coordinate meetings with the concerned parties to effect settlements. A total number of twelve cases were settled by the writers.

Examples of several cases are cited to permit a better perspective of the process. Example #1: A substitute conducts classes with relative success until the last period. For no apparent reason, the substitute loses control of the class and sends an excessive amount of students to the vice-principal. The students complain that the teacher is assigning too much work. The vice-principal makes a recommendation to the principal to prevent this teacher from returning.

The substitute, confused, calls personnel and asks to speak to one of the directors. The substitute is adamant in insisting he followed the lesson plan left by the absent teacher, and he maintains his innocence. A call to the principal to check the lesson plans reveals that the directions left by the regular teacher were in error. Assignments meant for the fourth period advanced math students were inadvertently designated for the seventh period remedial math students. Result: no negative evaluation and a higher regard for the substitute.

Example #2: A principal is accused of failing to respond to a substitute call for assistance. The principal states he did respond to the call, but that upon looking into the room, decided everything was under control. The substitute swears the principal did not go to her room. One of the directors sets up a meeting to resolve the situation. During the ensuing discussion, it is revealed that the substitute gave the secretary the number of another room where another substitute was in attendance and it was to this room that the principal went. Result: A much wiser substitute who will remember her room number and better respect for the principal.

Example #3: A substitute arrived at one of our schools for the second day of a substitute assignment. A new substitute teacher had taken her

place. The original substitute is told by the principal that he does not want her back. The substitute calls personnel and demands to be paid for the full day since she was not notified the previous day she was not to return. A director contacts the principal and finds out that the substitute's allegations are true. Personnel then directs the principal to reinstate original substitute and reassigns the newer substitute to another school. Elapsed time: half an hour. Result: Both sides are satisfied and the principal will be sure to notify a substitute a day in advance that they are not needed.

Example #4: A substitute complains to personnel that she has reverted back to her first step in pay. (There are three steps in the substitute rate of pay: First step is $32.12; second step is $39.47 for each full day after the tenth day on same assignment and third step is $54.31 for each full day after the twenty-ninth day in the same assignment.) She states she was already on the third step when she was told by the principal not to return on the following day. The reason given was that the regular employee was returning. However, the regular employee did not return and another substitute was called. The principal states he had no way of knowing that the regular employee would not show up as promised. The director agrees with the principal on that point but emphasizes that the principal should have called for the same substitute. The complaining substitute is returning at the third step of the substitute rate of pay and returned to the assignment the following day.

PART THREE--RECRUITMENT

Whereas in previous years the major substitute teacher recruitment thrust was carried out in September of each year, we implemented a year-round recruitment program to insure substitute availability throughout the year to meet the demand. Advertising for substitute teachers was accomplished through the job-line, an answering device in operation twenty-four hours a day; through newspaper advertising; and by word of mouth. The previous year's terminated contract teachers were mailed notices of their eligibility to become substitute teachers while waiting for vacancies to return them to contract status.

The recruitment effort allowed the writers to increase the potential for inducting mid-year graduates (we have two universities) and out-of-state candidates just moving into our area. Appointment requirements were relaxed to such a degree that anybody inquiring about substitute teaching was immediately asked to fill out an application. They were then interviewed, processed, and were ready to work the same or following day.

IV. EVALUATION

IV. EVALUATION

The writers were able to carry out the activities of the practicum in accomplishing the terminal objectives. The one-on-one counseling and year-round processing of substitute teachers portion of the program were implemented, and the in-service segment fulfilled. It was appropriate at this time to start comparing school year 1977-78 complaints from substitute teachers and negative evaluations from principals to those accumulated for school year 1976-77. The success or failure of the year-round recruitment effort was also evaluated.

Objective 1. By December 1 (1977-78 school year), seventy-five complaints from substitutes concerning teaching conditions will be reduced by 80 percent as compared to December 1 (1976-77 school year). In absolute numbers, such a decrease will reflect a numerical reduction from seventy-five to fifteen complaints.

In the area of substitute complaints, the writers' objective was to curtail the number of complaints from seventy-five to no more than fifteen, a reduction of 80 percent. Through the concerted efforts of the writers in conscientiously monitoring this portion of the program as well as through the positive results of the one-on-one counseling of substitute teachers, complaints did not exceed eight for the duration of the practicum. The in-service sessions and counseling cleared up questions and served as a means of communication between substitute teachers, principals, and the Personnel Department.

Objective 2. By December 1 (1977-78 school year), the 154 negative evaluations of substitute teachers' classroom performance from site administrators will be reduced by 80 percent as compared to December 1 (1976-77 school year). In absolute numbers, such a decrease will show a reduction of 123 complaints rounded to the nearest whole number.

This open communication was also instrumental in reducing negative evaluations from principals. Since principals had a better understanding of substitute teachers' needs and the substitutes had a better grasp of the principals' expectations, there was less room for misunderstandings. Another factor that reduced negative evaluations was that more substitutes felt comfortable in having frank discussions with principals and in working with them to resolve problems at the school level. In this manner, objective two was met in that unfavorable evaluations did not exceed 20 percent.

Objective 3. By December 1 (1977-78 school year), 80 percent of district requests for substitutes, as compared by count to December 1 (1976-77 school year), will be met. In absolute numbers, such a decrease will reflect a numerical decrease of nine rounded to the nearest whole number.

The writers were not successful in meeting objective three. We had endeavored to reduce the incidence of substitute teacher unavailability by 80 percent, but fell short of that goal. Whereas we attempted to limit the times we could not meet the demand to two or less; the actual number was four. This was in spite of the fact that our substitute teacher list numbered upwards of 450.

The surprising element related to our inability to meet the substitute teacher demand was that it happened when least expected. We survived the crucial months of March, April, May and June 1978 (practicum time period of December 1, 1977 through December 1, 1978) when we had expected the

challenge. If the writers had concluded the project in June of 1978, the goal of 90 percent reduction in substitute teacher unavailability would have been met. The district, on only two occasions, could not provide the schools with a sufficient number of substitutes for the period of March through June of 1978.

However, in September and October of 1978, toward the end of the program, the substitute teacher office was unable to meet the demand for substitutes twice for the two-month period. This was puzzling because problems had never before been experienced during that time of the year. The beginning of the school year is when the substitute roll is replete with eager substitutes.

At first, we thought the problem was with the new substitute clerk. He had started the 1978-79 school year without previous experience in that area, and appeared to be slower in getting the job completed than our former, extremely efficient, substitute clerk. Nonetheless, though this could conceivably have been a factor (a slower substitute clerk calls less substitutes in the critical time between 6 a.m. and 8 a.m. enabling other districts to obtain their services first), the writers felt it was only part of the problem. No matter how slowly a clerk works, the demand for substitutes is minimal early in the year and the clerk had approximately 450 substitutes to work with.

The writers decided to monitor, through the substitute clerk, the reasons why substitute teachers were unavailable for services. During a fifteen-day period, we compiled the following information:

TABLE 3

Reasons for Unavailable Status of Substitute Teachers During Fifteen-Day Period

Prefer Senior High	95
Prefer Counseling	22
Prefer Elementary	140
Prefer Junior High	14
Resigned	35
Added to list	32
Sick	46
No response to phone call	180
Already contracted by other districts	213

It was evident from the figures that we were not reaching a substantial number of substitutes in the morning. From the same figures another side of the problem became apparent: very few substitute teachers preferred the junior high level; since it had been the junior high segment where we had experienced the higher incidence of failure in meeting the demand for substitutes, we telephoned a hundred randomly selected K-12 substitutes to obtain their reasons for refusing junior high assignments.

The overwhelming majority of the respondents stated that the students at the junior high level were the most violence prone. The substitute teachers felt that the current rate of $32.12 was not sufficient compensation for the abusive insults or threats of bodily harm received from these students.

The writers are holding sessions, for the 1977-78 school year, with junior high principals to encourage greater administrative responsiveness to substitute needs in the area of discipline. The substitute teachers are being apprised of this effort in their behalf with the hope of increasing their availability at the junior high school level.

A procedure has been established whereby requests for substitutes for the following day which are received before 5 p.m. are filled that afternoon. This procedure was implemented to reduce the early morning workload for the substitute clerk and increase the probability of securing the services of substitutes before other districts called them. In conjunction with this procedure, additional help was given the substitute clerk from 6 a.m. to 8 a.m. in an effort to enhance our position in reaching substitutes before rival districts.

V. SUMMARY AND RECOMMENDATIONS

V. SUMMARY AND RECOMMENDATIONS

Results from the information gathered from the planning processes, as well as the final plans for the first workshop, proved so fruitful, that we have not found it necessary to have a follow-up workshop as planned in the proposal.

Results from the information gathering, planning processes and workshop involvement produced the following situations:

A. Planning the Workshop

Persons involved in the process of gathering information and putting the same in a systematic written form for the workshop became familiar with the concerns of necessary components that were included in the plan for employer-employee participation in the workshop(s). The processes were further internalized by each participant through related involvement in the workshop.

B. Implementation of the Process

Although all site administrators and district substitutes were not expected to participate in the workshop, each had a responsibility to respond to findings and suggestions resulting from the workshop findings.

C. Quality of Results

Complaints of inefficiency and poor conditions by employers and substitutes decreased in raw and percentage points after the practicum.

Recommendations

1. Although the substitute teacher program appears to be largely helpful and effective, a special continuing effort should be made to improve it (particularly at the junior high school level) with reference to administrative responsiveness to student discipline.
2. Resources at the university level should be utilized to facilitate the training process of new and continuing substitute teachers.
3. The substitute office should endeavor to notify substitute teachers of their assignments the day before, whenever possible.

Institutionalization of Program

The Substitute Teacher Program, as developed and implemented by the writers, has, except for the workshop, been integrated into the regular personnel procedures for substitute teachers. The writers have informed out-of-district personnel of the program and its results.

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BIBLIOGRAPHY

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VII. APPENDIX A

From Substitutes' Packet:

For You - Our Teacher In Reserve

FOR YOU

OUR TEACHER IN RESERVE

Sacramento City Unified School District
Sacramento, California
August, 1979

A HANDBOOK FOR SUBSTITUTE TEACHERS

IN THE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Prepared by the Certificated Personnel Services Department
August, 1979

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Sumatra Kirkland, Director, Elem. Certificated Personnel Services Dept.

Freda Lane, Supervisor, Certificated Personnel Services Dept.
Clyde DeVore, Substitute Clerk
Lila Lincoln, Credentials Technician

TITLE IX

"It is the policy of the Board of Education of the Sacramento City Unified School District, in compliance with Title IX of the Education Amendment of 1972 and implementing regulations as developed by the Office of Civil Rights, not to discriminate on the basis of sex in the admission of students to school programs, in its educational programs or activities, or in the recruitment and employment of personnel."

"TEACHERS IN RESERVE"

You have been selected to provide a very important service to the pupils of the Sacramento City Unified School District, and we are very pleased to have you as a member of our reserve force. We hope you will be able to make a very real and significant contribution to our instructional program in carrying on the work of those teachers who find it necessary to be absent.

We recognize the job of the substitute teacher is not an easy one, but we feel sure you will find the members of our staff ready and willing to give you all the cooperation and help they can. Please do not hesitate to ask for help and to offer any suggestions for improvements which you believe can be made to enable you to do an effective and satisfying job.

This handbook is provided to explain our procedures and to answer many of the questions we know you will have. We hope you will find it helpful. The principals of the schools to which you are assigned will give you more detailed information about your duties and the various policies and procedures in their schools.

The school principals will also be asked to evaluate your work. If you are applying for full-time teaching in our district, this evaluation will be an important consideration in your selection. We have given priority consideration to substitute teachers in filling regular vacancies and shall continue to do so.

We welcome you to the Sacramento City Unified School District.

Robert Parker
Assistant Superintendent
Personnel Services Office

STATEMENT OF EMPLOYMENT PRACTICES

OF THE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Board of Education for the Sacramento City Unified School District has a policy that it will not discriminate against any applicant or employee in any employment practice because of race, color, religion, sex, marital status, age, national origin ancestry, or handicap, and that it will take corrective action to ensure that underrepresentation and/or underutilization will not exist for ethnic minority groups and women at all levels of responsibility.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Sacramento City Unified School District includes elementary schools, junior high schools, middle schools, senior high schools, adult schools, adult extension schools, special schools for the handicapped, continuation high schools, an opportunity school, preschool programs, children's centers, and many special classes for exceptional children. These schools are dispersed over an area of approximately 67 square miles which is both within and without the boundaries of the City of Sacramento. The area extends from the Sacramento River on the west to Mather Air Force Base on the east, and from the American River on the north to Freeport in the south.

Because the area of the district is extensive, it is important that we have the information necessary to enable us to assign you to schools which are convenient for you to reach. If you have not already discussed with the substitute clerk any limitations you have concerning transportation or areas, be sure to make that information known to her. Obviously, those who can serve with a minimum of restrictions or limitations will receive the most frequent calls.

Since the schools served by the district extend from the kindergarten through the twelfth grade, and include classes for all kinds of pupils in a wide variety of subject fields, it is also important that the substitute clerk have adequate information regarding your credential(s) as well as your competencies and subject or grade preferences.

EMPLOYMENT PROCEDURES

LOYALTY OATH

You are required by a rule of the Board of Education to take a Loyalty Oath. This oath shall be taken before the notary in the Transactions and Records Section, Personnel Services Office, Administration Building, 1619 N Street.

WITHHOLDING EXEMPTION CERTIFICATES

You must complete, sign, and file your Withholding Exemption Certificate, Form W-4, and the State of California Withholding Exemption Form with the Transactions and Records Section.

INTRADERMAL SKIN TEST OR CHEST X-RAY

You must also file a report of a chest x-ray or an approved intradermal tuberculin skin test before beginning service for the district in any capacity. This is required by the Education Code and Board of Education regulation. Your x-ray or intradermal skin test must be taken no earlier than sixty days prior to your first day of service and must be filed with the Transactions and Records Section before your first salary warrant can be issued.

Your attention is called to the administrative bulletin enclosed with your packet that gives more detailed information regarding the x-ray or tuberculin skin test.

STATE TEACHERS' RETIREMENT SYSTEM

Enclosed with the materials presented to you is a State Teachers' Retirement System Questionnaire that you are to complete and return to the Transactions and Records Section.

Many part-time and substitute teachers perform service for the sole purpose of producing additional income and have neither the desire nor intent to provide for a retirement allowance. Other teachers would like to make contributions and eventually receive a retirement allowance from the system and to qualify for the State Teachers' Retirement System's family benefits and disability benefits. It is possible to satisfy the desire of both of these segments as stated below.

MANDATORY MEMBERSHIP IN STATE TEACHERS' RETIREMENT SYSTEM

Section 22501 of the Education Code requires mandatory membership in State Teachers' Retirement System for part-time (including hourly employees) whenever a person has served sixty (60) hours or ten (10) days in any one pay period. Substitute teachers (day-to-day or long-term) are required to join after serving 100 days in any one school year. The employee must continue membership and contributions unless all school district employment is terminated and contributions are refunded.

VOLUNTARY MEMBERSHIP IN STATE TEACHERS' RETIREMENT SYSTEM

Section 22603.1 of the Education Code allows persons working as substitutes or as part-time employees who serve less than sixty (60) hours or ten (10) days per pay period to join the State Teachers' Retirement System if they so desire. The decision to join is irrevocable, must be in writing, and filed before submission of contributions. Teachers who elect membership must do so in a pay period during which service is performed and must submit the membership election form and a membership application to the Payroll Section prior to the last working day of the month. The membership will be effective on the first day of service in that pay period. The election of membership is binding thereafter, unless all school district employment is terminated and your contributions are refunded.

IF ALREADY A MEMBER OF STRS

If you are presently a member of the State Teachers' Retirement System, you will have retirement deductions taken from all earnings.

LIMITATIONS ON EARNINGS OF RETIRED PERSONS

If you are a retired teacher and if you are receiving a retirement allowance from the State Teachers' Retirement System, you should keep in touch with the system (telephone 445-9012) to obtain the latest information regarding limitations on your earnings. At the present time, retired teachers are allowed to earn $5,000 or work 120 days (including partial days), whichever comes first. There is a bill pending before the legislature that would remove the 120-day limitation. It is the responsibility of retired teachers to keep a record of their earnings so that they do not exceed the limitations. Exceeding the limitations may result in being reinstated to active service and your retirement allowance terminated.

REQUIRED PHYSICAL EXAMINATION FOR RETIRED PERSONS

Retired teachers must have their physician complete the form, "Certification of Freedom from Contagious or Infectious Disease" before serving as a substitute teacher. This document must be renewed each year prior to the expiration date, which is one year from the date of the previous physical examination. If you are not sure of the expiration date, contact Mrs. Lila Lincoln at 454-8600. You may obtain this form from the Transactions and Records Section of the Certificated Personnel Services Department.

CREDENTIAL

You must have a valid teaching credential on file in the office of the County Superintendent of Schools before you can work as a substitute teacher. If you already have your credential filed with the county office, the Transactions and Records Section of the Personnel Services Office will verify this registration. Please give us a copy of your credential for your personnel file.

If your credential is not on record in the county office, you may have it recorded by taking it to the office of the Sacramento County Superintendent of Schools, 9738 Lincoln Village Drive (Bradshaw Road and Freeway 50). If you have applied for a credential through our office, you will receive your credential directly from the Commission for Teacher Preparation and Licensing. The county office will also receive a copy. The county will record it and will forward the copy to us for your personnel file.

EXPIRED CREDENTIALS

If your credential has expired, it must be renewed. If you have renewed your credential directly with the Commission for Teacher Preparation and Licensing or with one of the universities or colleges, please inform Lila Lincoln, telephone 454-8600. Ms. Lincoln will be able to assist you with any credential problems.

AUTHORIZATIONS FOR SERVICE

If you hold a teaching credential that required a B.A. plus student teaching, you are authorized to teach in any class, at any grade level, for not more than 30 days in any one class during the school year. However, a person must hold a credential authorizing service as a counselor or librarian to serve as a substitute in these areas.

SALARY AND COMPENSATION PRACTICES

The method of payment for substitutes that went into effect on January 2, 1979 will be effective for the 1979-80 school year. The daily rates remain the same and a substitute will not be required to remain in the same class or assignment in order to advance to the second and/or third pay steps. Advancement to the higher steps will be possible for all day-to-day substitutes who are consistently available for any assignment in the district. Advancement to the higher steps will not be possible for those who have requested restrictions as to grade level, location, partial day assignment, etc., or have a break in service.

Pay steps for substitutes are as follows:

1st Step: $32.12 per full day of service up to and including the tenth day of assignments.

2nd Step: $39.47 per full day of service from the eleventh up to and including the twenty-ninth day of assignments.

3rd Step: $54.31 per full day of service from the thirtieth day of assignments and thereafter.

Compensation practices will be as follows:

1. Substitutes who are called and accept assignments for ten days, beginning July 1, 1979, with not more than two occasions when they refuse or are unavailable for assignments for any reason

during the period in which the ten days are accumulated, shall advance to the second step beginning with the eleventh day of assignment. On advancement to the second step, any refusals accumulated during the first ten days are removed.

2. Substitutes who are called and accept assignments from the eleventh through the twenty-ninth day beginning July 1, 1979, with not more than two occasions when they refuse or are unavailable for assignments for any reason during the period in which the twenty-nine days are accumulated, shall advance to the third step, beginning with the thirtieth day of assignment. On advancement to the third step, any refusals accumulated from the eleventh through the twenty-ninth day are removed.

3. Substitutes who are receiving the second or third step rates, and who subsequently refuse or cannot be reached for assignments on three (3) occasions shall be returned to the first step rate, and must serve the required number of days again before being advanced to the second and/or third step rate.

4. Lack of work or failure of the district to attempt to assign substitutes shall not be considered a break in service in determining appropriate step pay rates.

5. Refusal to accept an assignment for any reason, including illness, illness in the family, appointments, acceptance of an assignment in another district, or dissatisfaction with the assignment offered, including part-time assignments, shall be deemed to be a break in service for purposes of determining compensation. Partial day assignments will be counted as a day of service for the purpose of advancement to the next pay step.

6. Inability to reach substitutes by telephone, including late calls up to 10:00 o'clock a.m., because of unanswered calls, busy signals, etc., shall after two attempts, be considered unavailable, and shall be deemed to be a break in service for purposes of determining compensation.

7. At the beginning of each school year, July 1st, all day-to-day substitutes shall be returned to the first step pay rate, and shall advance again in the manner set forth in this memorandum.

8. Compensation for part-day assignments shall be based upon 1/3, 1/2, or 2/3 the rate of pay for which the substitute qualifies, depending upon which fraction is nearest, but not less than, the actual time served. For the purpose of figuring percent of day worked, a school day for substitutes is considered six hours. Partial day assignments will be counted as a day of service for the purpose of advancement to the next pay step.

We are pleased to be able to offer advancement in compensation for an important part of our teaching force. We believe the substitutes who

are consistently available for service in the Sacramento City Unified School District, and who accept assignments regardless of location, grade level, subject, or difficulty, should receive financial recognition.

HOW TO SUBMIT TIME REPORT FOR PAYMENT

Substitute teacher's time reports, filled out as instructed on the reverse side of the time report, must be signed and dated by the substitute teacher before submitting them for payment. The time reports must be received in the Certificated Personnel Services Department by NOON OF THE FIRST DAY FOLLOWING THE LAST WORK DAY OF THE CALENDAR MONTH.

A mail drop is provided in the door of the front entrance to the Administration Building, 1619 N Street, and may be used when the building is closed.

Make certain that all days of service have been verified and signed by the principal of the school in which you taught and that the dates are correct.

REMINDER: Failure to have your time reports in the Certificated Personnel Services Department by the designated time, or failure to sign the report, may result in a month's delay in receiving your salary warrant.

ASSIGNMENTS OF MORE THAN ONE DAY DURATION

When you accept an assignment of more than one day, be sure to get the home telephone number of the person at the school who requests the substitute teachers (usually the school secretary or the principal) at the school to which you are assigned. In the event of illness or other emergency which would prevent you from fulfilling your assignment, you must notify that person, NOT THE SUBSTITUTE OFFICE.

DISTRIBUTION OF SALARY WARRANTS

On the 15th day of the month following your substitute teaching, your salary warrant will be mailed to you by U.S. mail, unless you have filed a Power of Attorney authorizing your warrant to be delivered to your bank or credit union. If you do not receive your warrant by the 16th of the month, you should contact the Payroll Section, Accounting Services Department, 454-8648.

MAILING ADDRESS

As your salary warrant is mailed to your home address, it is important to you to keep the substitute office informed of your correct mailing address.

POWER OF ATTORNEY

If you wish your salary warrants delivered to your bank, you should sign two Power of Attorney cards. These cards are available in the Transactions and Records Section or in the Payroll Section. The Payroll Section is then authorized to deliver your warrant directly to the bank for deposit to your account.

EMPLOYEE NUMBER

Your social security number is your employee number with the Sacramento City Unified School District. You will note on the "Substitute Teacher's Time Report" that you are required to indicate this number. Be certain your social security number is listed correctly as your check will be issued to the person with the social security number indicated.

STATUS

There is no tenure for the substitute teacher in our district. A new list of substitutes is compiled at the beginning of each school year. You will be contacted before the opening of school each year to find out if you wish to remain on the list.

INSURANCE

Substitute teachers are not eligible for the district's group health, dental, and life insurance.

EVALUATION

The evaluation of the substitutes who serve in our schools helps us in identifying effective teachers and in assigning each substitute where he/she will serve most effectively. The items on the evaluation form are similar to those used for regular teachers. Principals will evaluate your service and forward their reports to the Personnel Services Office where they are placed in your personnel file. If you wish information regarding your personnel file, you must make an appointment with the personnel director responsible for your segment. A copy of the evaluation form may be found on page 12.

If you have served in one school for several days, you may request the principal to submit an evaluation to the Certificated Personnel Services Department. These evaluations are treated as confidential information. Should a substitute be found to be consistently unsatisfactory, he/she will be so informed by the director.

VISITATIONS

Substitute teachers are welcome to visit schools so they may see various classes in session. Arrangements for such class visitations should be made with the principals of the schools or through the office of the appropriate assistant superintendent of instruction.

PROFESSIONAL LIBRARY

The professional library located at 418 P Street has educational books and other materials that are available to you. The library is open from 8:00 a.m. to 5:00 p.m. Monday through Friday when school is in session, and from 8:30 a.m. to 4:30 p.m. during vacation periods. The library is always closed from 12:00 to 1:00 p.m. for lunch.

SCHOOL DIRECTORY

The 1979-80 school directory may be ordered in September. If you wish to order one, you may come to the substitute office to place your order. Payment must be made at the time the order is placed. The price has not yet been determined, but it will be no less than $2.00.

CALLING OF SUBSTITUTES

TIME OF CALLING SUBSTITUTES

The Transactions and Records Section of the Personnel Services Office is responsible for receiving requests and for calling all substitute teachers for all schools and offices of the district.

Requests from the schools are recorded on an automatic answering machine. Whenever possible, substitutes are called prior to the day of assignment. However, you probably will be called any time after 6:00 a.m. on the day your services are needed. It is our goal to have all substitute teachers called by 8:00 a.m., except for late or emergency requests.

METHOD OF CALLING

We make every effort to give all substitute teachers on our list equal opportunity for service. However, calls will be made on the basis of qualifications, subject proficiency, location of school in relation to substitute's address, willingness to accept all assignments, etc. Many times the principal will request a particular substitute teacher and this request is always honored if the substitute teacher is available.

ADDRESS AND PHONE

Whenever possible, the substitute office will give you a teaching assignment that is in the same general geographic area as your place of residence. It is to your advantage to keep the substitute office informed of your correct address and telephone number.

EMERGENCY PHONE FOR SUBSTITUTE OFFICE

If it is necessary for you to reach the substitute office between the hours of 6:00 a.m. to 8:00 a.m. or from 5:00 p.m. to 6:00 p.m., you may phone 454-8609. Please call if you cannot keep a teaching assignment that you have for that day.

HOURS OF SUBSTITUTE OFFICE STAFF

A substitute clerk is on duty from 6:00 a.m. to 2:30 p.m. and from 4:00 p.m. to 6:00 p.m. If it is necessary to talk with the substitute clerk, please call 454-8609 during the hours a substitute clerk is on duty.

EMPLOYMENT IN OTHER DISTRICTS

While employment as a day-to-day substitute teacher in other districts is not detrimental to a person's prospects for employment in our district in a regular position, the substitute office does call first those substitute teachers who are always available for work in our district.

If the substitute office offers several teaching assignments to a substitute teacher who is unable to accept, or if the substitute teacher often cannot be reached for assignments, the substitute office will assume that the substitute teacher is no longer interested in being on the substitute list.

SPECIFIC RESPONSIBILITIES IN SUBSTITUTE ASSIGNMENTS

HINTS FOR SUCCESS

Use dispatch in getting the class to work. Avoid unnecessary talking.

Write directions on lesson plans neatly on the board. This will be a great help in the orderly beginning of the day's work.

Be ready when the bell rings to supervise the passing in and out of the room, caring for wraps, and getting settled in seats.

Be an informed substitute. Know the school rules.

Introduce yourself briefly to the class and tell them a little about yourself--what and where you have taught. Participate in the sharing of current events, news.

Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not accepted ways of pupil control.

Use positive rather than negative requests and suggestions.

Expect respect and cooperation. Be respectful of pupil opinions.

Have a positive, enthusiastic attitude toward the assignment.

Work habits and general classroom control should be maintained so that continuity in learning will take place.

Good teaching is the best preventative for disorder. Have clear and definite directions for lessons and for passing and collecting papers. Fairness and careful follow-through are invaluable in maintaining good order.

SUGGESTIONS FOR MAINTAINING STANDARDS

Positive requests and suggestions, consistency, encouragement, and praise are far more effective in controlling children than a negative, sarcastic approach.

The teacher's own behavior, his/her courtesy, fairness, and interest in the work will all contribute to a well-controlled classroom.

Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom.

THE PRINCIPAL EXPECTS THE SUBSTITUTE TO . . .

Arrive at least 15 minutes before the first class is scheduled to convene and remain at least 15 minutes after the last class has been dismissed, or the end of the preparation period.

Report to the principal's office immediately upon arrival.

Sign or initial the teacher's attendance sheet as instructed by the principal or his/her secretary.

Check schedules for possible duties--lunchroom, yard, hall.

Check mailbox for information.

Ask questions when help is needed.

Report at the end of the day to inquire if services will be required the following day.

Be prompt when assigned to yard or lunchroom supervision and remain on the assignment until relieved by the next teacher.

Be familiar with and follow emergency drill procedures.

Abide by the routine of the regular program if lesson plans in the planbook cannot be followed.

Correct, organize, and label completed work. These papers are to be left on the teacher's desk with appropriate explanation. Work may be corrected with pupils or by the teacher.

Leave a note explaining progress made, work completed, work unfinished, special assignments, and other items of importance.

Leave room neat and in order.

THE SUBSTITUTE MAY EXPECT THE PRINCIPAL TO . . .

Discuss unusual problems in the room. Explain events, changes in routine and program--bank collections, fire drills, etc.

Introduce substitute to the class and to the other teachers, if possible, especially if it is a substitute's first experience in the building.

Check the regular teacher's plans to ascertain if scheduled equipment is ready or required.

Inform substitute how to obtain supplies and/or equipment.

THE CLASSROOM TEACHER EXPECTS THE SUBSTITUTE TO . . .

Keep an accurate record of attendance.

Follow the regular plan as closely as possible.

Check and correct all papers and workbooks which the pupils have done.

Use teacher's manuals in preparing lesson plans.

Maintain a neat, orderly, attractive environment.

Leave a statement of the work covered, together with any comment about special difficulty or outstanding cooperation, work completed, and work unfinished.

THE PUPILS EXPECT THE SUBSTITUTE TO . . .

Acquaint them with his/her name so that he/she can be addressed quickly. Writing it on the board is sound procedure.

Make use of a seating chart; call each pupil by name.

Carry on assigned daily program.

Be familiar with the subject matter to be taught in order to proceed with definiteness and confidence.

Be fair, friendly, firm, patient, and display a sense of humor.

Be ethical in handling or discussing pupil-teacher-parent relationships which have been established by the teacher.

Make suggestions for improved classroom procedure only to the teacher concerned or to the principal.

THE SUBSTITUTE MAY EXPECT TO FIND IN THE CLASSROOM . . .

Well-organized, well-outlined plans for the day or for the time the teacher expects to be absent. These will include yard duty and other responsibilities.

A list indicating the names of several pupils who are leaders and can help the substitute.

The daily time schedule showing recesses or passing times, noon period, and dismissal time.

Up-to-date, easy-to-read seating charts.

Club and committee names.

Courses of study and guides on desk.

Sacramento City Unified School District

SCHOOL CALENDAR SUMMARY

1979-1980

First Semester ---------- 90 Teaching Days

Labor Day Holiday ---------- Monday, September 3, 1979
SCHOOLS OPEN ---------- Tuesday, September 4, 1979
Admission Day Holiday ---------- Monday, September 10, 1979
Veterans Day Holiday ---------- Monday, November 12, 1979
Thanksgiving Holidays ---------- Thursday and Friday, November 22, 23, 1979
Winter Holidays ---- Monday, December 24, 1979 through Friday, January 4, 1980

FIRST SEMESTER ENDS ------- Friday, January 25, 1980

Second Semester ---------- 86 Teaching Days

SCHOOLS REOPEN FOR SECOND SEMESTER ---------- Monday, January 28, 1980
Lincoln Day Holiday ---------- Tuesday, February 12, 1980
Washington Day Holiday ---------- Monday, February 18, 1980
Spring Holidays --------- Monday, March 31, 1980 through Friday, April 4, 1980
Memorial Day Holiday ---------- Monday, May 26, 1980
Non-Teaching Service Day ---------- Friday, June 6, 1980

SECOND SEMESTER ENDS ---------- Friday, June 6, 1980

SHORTENED DAYS:

Elementary

First Day of School	1 day:	September 4, 1979
Parent-Teacher Conferences	12 days:	October 22, 1979 - November 9, 1979 March 10, 1980 - March 28, 1980
Reports and Records	2 days:	January 25, 1980, June 5, 1980

Middle/Junior High

Reports and Records	4 days:	November 9, 1979, January 25, 1980 March 28, 1980, June 5, 1980

Senior High

Reports and Records	4 days:	November 9, 1979, January 25, 1980 March 28, 1980, June 5, 1980
Final Examinations	8 days:	January 21, 1980 - January 24, 1980 June 2, 1980 - June 5, 1980

All Secondary

One instructional day during first three weeks of school	1 day:	September 4, 1979 - September 21, 1979
Middle/Junior High		September 21, 1979
Senior High		Date to be determined

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Sacramento, California

SUBSTITUTE TEACHERS' EVALUATION FORM

To: Transactions and Records Section
Personnel Services Office
Sacramento City Unified School District

_____ has served as a substitute
(Name)
teacher at the _____ in _____
(School) (Grade and/or Subject)
during the month of _____, 19___. I am submitting the following evaluation of his/her services.

_____ _____
Date Principal

. . . . . .

	Excellent	Good	Fair	Poor
1. Ability to teach grade or subject				
2. Skill in handling pupils				
3. Daily preparation, care of register, reports.				
4. Health and appearance				
5. Attitude toward class				
6. Attitude toward suggestions				
7. Relations with parents and other teachers . .				
8. Potentiality for regular employment				

REMARKS: _____

_____

_____

_____

NOTES

DIRECTORY OF SCHOOLS

The directions given for each school are quite general. If you wish specific directions to a school from your home, please call the school secretary to direct you. We suggest that you keep a Sacramento City map in your car. The substitute office does not have time to give locations or directions at the time you are called for an assignment.

ELEMENTARY SCHOOLS

ABRAHAM LINCOLN ELEMENTARY

Address: 330 Smithlee Drive
Telephone: 454-8152
Location: Take Highway 50 Freeway east to Bradshaw Road, South; drive one block and turn east on Lincoln Village Drive; drive to Routier Road and turn north; drive to Rockingham Drive and turn east; drive to Smithlee Drive, turn south and continue to the school

ALICE BIRNEY ELEMENTARY SCHOOL

Address: 6251 13th Street
Telephone: 454-8630
Location: Drive to South Land Park Drive and 43rd Avenue; drive east on 43rd Avenue to 13th Street; turn south on 13th Street to school

A. M. WINN ELEMENTARY SCHOOL

Address: 3351 Explorer Drive
Telephone: 454-8180
Location: Drive to Folsom Blvd. and Bradshaw Road (you may take Highway 50); drive south on Bradshaw Road to Lincoln Village Drive; turn east on Lincoln Village Drive to Explorer Drive; turn north to school

BEAR FLAG ELEMENTARY SCHOOL

Address: 6620 Gloria Drive
Telephone: 454-8765
Location: (1) Drive to Riverside Boulevard and Greenhaven Drive; turn south on Greenhaven Drive and drive nine blocks to Gloria Drive; turn right on Gloria Drive to school; or (2) drive to 43rd Avenue and Gloria Drive; turn south on Gloria Drive and follow Gloria Drive underneath Freeway I-5 to school

BOWLING GREEN ELEMENTARY SCHOOL
BOWLING GREEN ORTHOPEDICALLY HANDICAPPED CENTER

Address: 4211 Turnbridge Drive
Telephone: 454-8541
Location: Turn east off Franklin Boulevard at Turnbridge Drive and proceed to school (Turnbridge Drive is two blocks north of Florin Road)

BRET HARTE ELEMENTARY SCHOOL

Address: 2751 9th Avenue
Telephone: 454-8428
Location: At 9th Avenue and Franklin Boulevard

CALEB GREENWOOD ELEMENTARY SCHOOL

Address: 5457 Carlson Drive
Telephone: 454-8291
Location: Drive to H Street and Carlson Drive (this is the entrance to River Park on the north and California State University, Sacramento, on the south); turn north on Carlson Drive to school

CAMELLIA ELEMENTARY SCHOOL

Address: 7400 Elder Creek Road
Telephone: 454-8271
Location: Drive to 65th Street Expressway and Elder Creek Road (47th Avenue becomes Elder Creek Road at Stockton Boulevard); drive east on Elder Creek Road to the school which is set back 1/4 mile from the road

CAROLINE WENZEL ELEMENTARY SCHOOL

Address: 6870 Greenhaven Drive
Telephone: 454-8364
Location: (1) Drive to Riverside Boulevard and Greenhaven Drive; turn west and drive approximately 15-20 blocks to the school, or

(2) From 43rd Avenue and Gloria Drive, drive south under Freeway I-5 to Greenhaven Drive; turn left on Greenhaven Drive to school, or

(3) Take I-5 (South Sacramento Local Traffic Only) to 43rd Avenue off-ramp; drive west three blocks to Greenhaven Drive; turn left and follow Greenhaven Drive 15-20 blocks to school

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Telephone: 454-8271
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(3) Take I-5 (South Sacramento Local Traffic Only) to 43rd Avenue off-ramp; drive west three blocks to Greenhaven Drive; turn left and follow Greenhaven Drive 15-20 blocks to school

CLAYTON B. WIRE ELEMENTARY SCHOOL

Address: 5100 El Paraiso Avenue
Telephone: 454-8189
Location: Drive to Sampson Boulevard and 47th Avenue (Sampson Boulevard is between Franklin Boulevard and Stockton Boulevard); turn north on Sampson Boulevard and drive one long block to El Paraiso Avenue; turn right to school

COLLIS P. HUNTINGTON ELEMENTARY SCHOOL

Address: 5921 26th Street
Telephone: 454-8230
Location: Drive to 40th Avenue and 24th Street; turn east on 40th Avenue to school

CROCKER ELEMENTARY SCHOOL

Address: 1600 Vallejo Way
Telephone: 454-8274
Location: Vallejo Way and Land Park Drive (Vallejo Way is between Second Avenue and Seventh Avenue). The offices for both Crocker Elementary School and California Middle School are in the office complex. Go to iron gate on the Vallejo Way side and follow walkway and signs to Crocker Elementary School office.

DAVID LUBIN ELEMENTARY SCHOOL

Address: 3535 M Street
Telephone: 454-8434
Location: Between K and M Streets, at 35th Street

EARL WARREN ELEMENTARY SCHOOL

Address: 5420 Lowell Street
Telephone: 454-8289
Location: On Fruitridge Road between 73rd Street and Lowell Street

EDWARD KEMBLE ELEMENTARY SCHOOL

Address: 7495 29th Street
Telephone: 454-8576
Location: Turn south off Florin Road at 29th Street and proceed to school (29th Street is located between the railroad tracks and 24th Street)

ELDER CREEK ELEMENTARY SCHOOL

Address: 7934 Lemon Hill Avenue
Telephone: 454-8191
Location: At southwest corner of Lemon Hill Avenue and Power Inn Road

ETHEL I. BAKER ELEMENTARY SCHOOL

Address: 5717 Laurine Way
Telephone: 454-8368
Location: Drive to Fruitridge Road and Laurine Way (Laurine Way is west of Stockton Boulevard and east of Sacramento Boulevard); turn south on Laurine Way to school

ETHEL PHILLIPS ELEMENTARY SCHOOL

Address: 2930 21st Avenue
Telephone: 454-8767
Location: Drive to 21st Avenue and Franklin Boulevard; drive west on 21st Avenue one block to school

FREEPORT ELEMENTARY SCHOOL

Address: 2118 Meadowview Road
Telephone: 454-8468
Location: On Meadowview Road between Freeport Boulevard and 24th Street

FRUIT RIDGE ELEMENTARY SCHOOL

Address: 4625 44th Street
Telephone: 454-8431
Location: Between 14th Avenue and Fruitridge Road on 44th Street (1) From 14th Avenue, turn south on 44th Street to school, or (2) from Stockton Boulevard; turn west on Roosevelt Avenue to 44th Street; turn left to school, or (3) from Fruitridge Road, turn north on 44th Street; follow job to the right to the school

GOLDEN EMPIRE ELEMENTARY SCHOOL

Address: 9045 Canberra Drive
Telephone: 454-8555
Location: Between Kiefer Boulevard and Jackson Road, off Manlove (Elk Grove-Florin Road)

Drive east on Highway 50 (Placerville) to Watt Avenue, South; proceed to Folsom Boulevard; turn east on Folsom Boulevard to Manlove (first signal light); drive south on Manlove; cross Kiefer Boulevard (4-way stop); proceed approximately 1/2 mile to Canberra Drive; turn east to school

GENEVIEVE F. DIDION ELEMENTARY SCHOOL

Address: 6490 Harmon Drive
Telephone: 454-8357
Location: Drive south on Riverside Boulevard to Park Riviera Way and turn right; drive to Driftwood Drive and turn right; continue on Driftwood Drive to Harmon Drive; turn left on Harmon Drive and proceed to school

H. W. HARKNESS ELEMENTARY SCHOOL

Address: 2147 54th Avenue
Telephone: 454-8528
Location: Drive to 24th Street and 53rd Avenue; turn west on 53rd Avenue and continue to school

HOLLYWOOD PARK ELEMENTARY SCHOOL

Address: 4915 Harte Way
Telephone: 454-8127
Location: (1) Drive to Freeport Boulevard and Irvin Way (Irvin Way is between Sutterville Road and Fruitridge Road); turn east on Irvin Way and proceed to Harte Way; turn north on Harte Way to school, or

(2) From 24th Street, turn west on Irvin Way to Harte Way; turn north on Harte Way to school

HUBERT H. BANCROFT ELEMENTARY SCHOOL

Address: 2929 Belmar Street
Telephone: 454-8426
Location: Drive to Folsom Boulevard and Wisseman Drive (Wisseman Drive is between Howe Avenue and Watt Avenue off Folsom Boulevard); drive north on Wisseman Drive to Belmar Street; turn left on Belmar Street and proceed to school

ISADOR COHEN ELEMENTARY SCHOOL

Address: 9025 Salmon Falls Drive
Telephone: 454-8179
Location: Take La Riviera Drive from either Watt Avenue or Folsom Boulevard and drive to Salmon Falls Drive; turn south on Salmon Falls Drive to school

JAMES W. MARSHALL ELEMENTARY SCHOOL

Address: 9525 Goethe Road
Telephone: 454-8678
Location: On Goethe Road between Bradshaw Road and Mayhew Road. Drive to Highway 50 (or Folsom Blvd.) and Bradshaw Road; drive south on Bradshaw Road to Goethe Road; turn west on Goethe Road to school

JEDEDIAH SMITH ELEMENTARY SCHOOL

Address: 401 McClatchy Way
Telephone: 454-8197
Location: Turn south off Broadway at 5th Street; drive south on 5th Street past the lumber yards; turn west at the first intersection past lumber yards

JOHN BIDWELL ELEMENTARY SCHOOL

Address: 1730 65th Avenue
Telephone: 454-8761
Location: Drive to 17th Street and Florin Road (17th Street is between 24th Street and Freeport Boulevard); drive south on 17th Street to 65th Avenue and the school. (Note that this is NOT 65th Street!)

JOHN CABRILLO ELEMENTARY SCHOOL

Address: 1141 Seamas Avenue
Telephone: 454-8177
Location: School is located one block east of Riverside Boulevard on Seamas Avenue (starting west of South Land Park Drive, Seamas Avenue is a continuation of Fruitridge Road). From 35th Avenue you may reach the school by turning north on Lonsdale and proceeding to school

JOHN D. SLOAT ELEMENTARY SCHOOL

Address: 7525 Candlewood Way
Telephone: 454-8100
Location: Drive to Meadowview Road and Amherst Road (Amherst Road is one block east of Freeport Boulevard); turn north on Amherst and continue to Candlewood Way; turn east to school

JOHN F. MORSE ELEMENTARY SCHOOL

Address: 1901 60th Avenue
Telephone: 454-8764
Location: Drive to Florin Road and Cromwell Way (Cromwell Way is between 24th Street and Freeport Boulevard); turn north on Cromwell Way and proceed one block to 60th Avenue; turn east on 60th Avenue to school

JOSEPH BONNHEIM ELEMENTARY SCHOOL

Address: 7300 Marin Avenue
Telephone: 454-8474
Location: Drive to 14th Avenue and 73rd Street; turn south on 73rd Street and continue to Marin Avenue; turn east on Marin Avenue and drive to school

MAPLE ELEMENTARY SCHOOL

Address: 3301 37th Avenue
Telephone: 454-8237
Location: Drive to Franklin Boulevard and 37th Avenue; turn west on 37th Avenue and proceed to school

MARIAN ANDERSON ELEMENTARY SCHOOL
(Includes grades 1-3 of Basic School)

Address: 2850 49th Street
Telephone: 454-8420
Location: Drive to 49th Street and Broadway (49th Street is one block east of Stockton Boulevard); drive north on 49th Street one block to school

MARK HOPKINS ELEMENTARY SCHOOL

Address: 2221 Matson Drive
Telephone: 454-8522
Location: Drive to Florin Road and 24th Street; turn south on 24th Street to Matson Drive (Matson Drive is between Florin Road and Meadowview Road); turn west on Matson Drive and proceed to school

MARK TWAIN ELEMENTARY SCHOOL

Address: 4914 58th Street
Telephone: 454-8444
Location: On 58th Street between 21st Avenue and Fruitridge Road (adjacent to Peter Lassen Junior High School)

NICHOLAS ELEMENTARY SCHOOL

Address: 6601 Steiner Drive
Telephone: 454-8276
Location: Drive to Steiner Drive and 47th Avenue (Steiner Drive is between Freeway 99 and Stockton Boulevard); turn south on Steiner Drive to school

OAK RIDGE ELEMENTARY SCHOOL

Address: 4501 Sacramento Boulevard
Telephone: 454-8787
Location: On Sacramento Boulevard, between 12th Avenue and Fruitridge Road

O. W. ERLEWINE ELEMENTARY SCHOOL

Address: 2441 Stansberry Way
Telephone: 454-8236
Location: Take La Riviera Drive from either Watt Avenue or Folsom Boulevard; drive to Stansberry Way; drive northeast on Stansberry Way to school

PACIFIC ELEMENTARY SCHOOL

Address: 6201 41st Street
Telephone: 454-8342
Location: (1) From 47th Avenue and 44th Street, drive north on 44th Street to 43rd Avenue; turn west on 43rd Avenue to 41st Street; turn south on 41st Street to school; or (2) from 44th Street and Fruitridge Road, drive south on 44th Street to 43rd Avenue; turn west on 43rd Avenue to 41st Street; turn south on 41st Street to school

PARKWAY ELEMENTARY SCHOOL

Address: 4720 G Parkway
Telephone: 454-8728
Location: Drive to Florin Road and East Parkway (first stop light west of Freeway I-80); turn south on East Parkway and continue to G Parkway; turn west on G Parkway and drive to school

PETER BURNETT ELEMENTARY SCHOOL

Address: 6032 36th Avenue
Telephone: 454-8128
Location: Drive to Fruitridge Road and 59th Street; turn south on 59th Street; continue on 59th Street to school

PHOEBE HEARST ELEMENTARY SCHOOL (Grades 3-6)

Address: 1410 60th Street
Telephone: 454-8367
Location: On the corner of 60th Street and Folsom Boulevard

PONY EXPRESS ELEMENTARY SCHOOL

Address: 1250 56th Avenue
Telephone: 454-8109
Location: Drive Fruitridge Road and South Land Park Drive; drive south on South Land Park Drive to 56th Avenue; turn west (right) one block on 56th Avenue to school

RIVERSIDE ELEMENTARY SCHOOL

Address: 2970 Riverside Boulevard
Telephone: 454-8370
Location: On Riverside Boulevard at Marian Way (Marian Way is between 4th Avenue and 6th Avenue)

SEQUOIA ELEMENTARY SCHOOL

Address: 3333 Rosemont Drive
Telephone: 454-8110
Location: Drive to Folsom Boulevard and Manlove Drive (Manlove Drive is the first signal light east of Watt Avenue); turn south on Manlove Drive and proceed to Rosewood Drive; turn east at Rosewood Drive and continue to Rosemont Drive; turn north and proceed on Rosemont Drive to school

SUSAN B. ANTHONY ELEMENTARY SCHOOL

Address: 7848 Shrader Circle
Telephone: 454-8170
Location: Drive on Meadowview Road to Detroit Boulevard (Detroit Boulevard is east of 24th Street and east of California Highway Patrol Academy one block); turn south on Detroit Boulevard; proceed about one mile to Shrader Circle; stay on Detroit Boulevard until you again come to Shrader Circle and the school

SUTTERVILLE ELEMENTARY SCHOOL

Address: 4967 Monterey Way
Telephone: 454-8126
Location: Drive to Fruitridge Road and Monterey Way (Monterey Way is between Freeport Boulevard and the railroad tracks to the west); turn north on Monterey Way to school

TAHOE ELEMENTARY SCHOOL

Address: 3110 60th Street
Telephone: 454-8647
Location: At Broadway and 60th Street

THEODORE JUDAH ELEMENTARY SCHOOL (Grades 3-6)

Address: 3919 McKinley Boulevard
Telephone: 454-8456
Location: School is located at the corner of McKinley Boulevard and San Miguel Way (San Miguel Way is just east of 39th Street)

THOMAS JEFFERSON ELEMENTARY SCHOOL

Address: 2635 Chestnut Hill Drive
Telephone: 454-8646
Location: Drive to Folsom Boulevard and Notre Dame Drive (Notre Dame Drive is the first signal light east of Power Inn Road and immediately north of junction of Jackson Road and Folsom Boulevard); turn north at Notre Dame Drive to Chestnut Hill Drive; turn left on Chestnut Hill Drive to school (two blocks)

WASHINGTON ELEMENTARY SCHOOL

Address: 520 18th Street
Telephone: 454-8563
Location: At corner of 18th and E Streets

WILLIAM LAND ELEMENTARY SCHOOL

Address: 2120 12th Street
Telephone: 454-8286
Location: 12th Street at V Street

WOODBINE ELEMENTARY SCHOOL

Address: 2500 52nd Avenue
Telephone: 454-8178
Location: Drive to 47th Avenue and Woodbine Avenue (Woodbine Avenue is west of Franklin Boulevard and the railroad tracks and east of 24th Street); turn east and drive to 52nd Avenue and the school. The school also may be reached by driving north on Woodbine Avenue from Florin Road.

SPECIAL EDUCATION SCHOOL

JOHN MUIR EDUCATION CENTER

Address: 5201 Strawberry Lane
Telephone: 454-8494
Location: Drive to Sacramento Boulevard and 26th Avenue; drive west on 26th Avenue one block to Strawberry Lane; turn left (south) on Strawberry Lane to school

JUNIOR HIGH/MIDDLE SCHOOLS

ALBERT EINSTEIN JUNIOR HIGH SCHOOL

Address: 9325 Mirandy Drive
Telephone: 454-8241
Location: (1) Drive to Folsom Boulevard and Manlove Road (Manlove Road is the first stop light east of Watt Avenue); drive south on Manlove Road to Kiefer Boulevard; turn east on Kiefer Boulevard and continue to Huntsman Drive; turn north on Huntsman Drive to Mirandy Drive and the school, or

(2) Drive east on Fruitridge Road to Florin-Perkins Road; turn north on Florin-Perkins Road to Kiefer Boulevard; turn east on Kiefer Boulevard to Huntsman Drive; turn north on Huntsman Drive to Mirandy Drive and the school

CALIFORNIA MIDDLE SCHOOL

Address: 2991 Land Park Drive
Telephone: 454-8274
Location: Vallejo Way and Land Park Drive (Vallejo Way is between 2nd Avenue and 7th Avenue). The offices for both California Middle School and Crocker Elementary School are in the office complex. Go to iron gate and follow walkway and signs to California Middle School office.

CHARLES M. GOETHE JUNIOR HIGH SCHOOL

Address: 2250 68th Avenue
Telephone: 454-8381
Location: Drive to Florin Road and Tamoshanter Way (about one block west of 24th Street); turn south on Tamoshanter Way and proceed to school

LELAND STANFORD JUNIOR HIGH (Opportunity School)

Address: 810 V Street
Telephone: 454-8251
Location: On V Street, between 8th Street and 9th Street

FERN BACON JUNIOR HIGH SCHOOL

Address: 4140 Cuny Avenue
Telephone: 454-8281
Location: Drive to Franklin Boulevard and Cuny Avenue (Cuny Avenue is between 47th Avenue and Florin Road); drive east on Cuny Avenue to school

JOAQUIN MILLER MIDDLE SCHOOL

Address: 4701 Joaquin Way
Telephone: 454-8731
Location: Drive to Fruitridge Road and Helen Way (Helen Way is between 24th Street and Freeport Boulevard). There is a signal light on this corner. Turn north on Helen Way to Joaquin Way; turn right on Joaquin Way to school

JOHN H. STILL JUNIOR HIGH SCHOOL

Address: 2250 John Still Drive
Telephone: 665-2271
Location: Drive to Meadowview Road and 24th Street; drive south on 24th Street to John Still Drive; turn right (west) on John Still Drive and proceed to school (next door to St. Ann's School)

KIT CARSON MIDDLE SCHOOL

Address: 5301 N Street
Telephone: 454-8371
Location: At 53rd and N Streets (Basic School is also on this site)

PETER LASSEN JUNIOR HIGH SCHOOL

Address: 5022 58th Street
Telephone: 454-8791
Location: On 58th Street between 21st Avenue and Fruitridge Road (adjacent to Mark Twain Elementary School)

SAM BRANNAN JUNIOR HIGH SCHOOL

Address: 5301 Elmer Way
Telephone: 454-8231
Location: If driving south on Interstate 5, take Fruitridge/Seamas off-ramp; turn left on Seamas Avenue to Karbet Way; turn left on Karbet Way to Casilada Way; turn right on Casalida Way to school. If not taking freeway, drive to Seamas Avenue and Karbet Way and follow above directions. (Seamas Avenue is a continuation of Fruitridge Road, starting west of South Land Park Drive.)

SUTTER MIDDLE SCHOOL

Address: 3150 I Street
Telephone: 454-8681
Location: Between Alhambra Boulevard and 33rd Street on I Street

WILL C. WOOD JUNIOR HIGH SCHOOL

Address: 6201 Lemon Hill Avenue
Telephone: 454-8331
Location: At Lemon Hill Avenue and 65th Street Expressway (may be reached by driving east on Lemon Hill Avenue from Stockton Boulevard)

HIGH SCHOOLS

C. K. McCLATCHY HIGH SCHOOL

Address: 3066 Freeport Boulevard
Telephone: 454-8215
Location: On Freeport Boulevard between Bidwell Way and 7th Avenue

HIRAM W. JOHNSON SENIOR HIGH SCHOOL

Address: 6879 14th Avenue
Telephone: 454-8775
Location: Corner of 14th Avenue and 65th Street Expressway

JOHN F. KENNEDY SENIOR HIGH SCHOOL

Address: 6715 Gloria Drive
Telephone: 391-1840
Location: Drive to Riverside Boulevard and Havenside Drive; turn south on Havenside Drive to Gloria Drive; turn right on Gloria Drive to school

LUTHER BURBANK SENIOR HIGH SCHOOL

Address: 3500 Florin Road
Telephone: 454-8485
Location: On Florin Road between Franklin Boulevard and 24th Street (on south side of Florin Road between Franklin Boulevard on east and railroad tracks on the west)

SACRAMENTO HIGH SCHOOL

Address: 2315 34th Street
Telephone: 454-8526
Location: On 34th Street between T Street and Broadway

CONTINUATION HIGH SCHOOLS

AMERICAN LEGION HIGH SCHOOL

Address: 3814 Fourth Avenue
Telephone: 454-8261
Location: Occupies the block bounded by 38th and 39th Streets, Broadway and Fourth Avenue

ARGONAUT HIGH SCHOOL

Address: 1400 Dickson Street
Telephone: 454-8256
Location: Proceed to Freeport Boulevard and 35th Avenue; turn west on 35th Avenue to Belleau Wood Lane; turn south on Belleau Wood Lane and follow curve into Dickson Street

ADULT SCHOOLS WITH DAYTIME PROGRAMS

FREMONT SCHOOL FOR ADULTS

Address: 1401 24th Street
Telephone: 454-8751
Location: On 24th Street between N and O Streets

SACRAMENTO SKILLS AND BUSINESS EDUCATION CENTER

Address: 2751 Stockton Boulevard
Telephone: 454-8351
Location: On east side of Stockton Boulevard, one block north of Broadway (on old Fairgrounds site)

CREATIVE CAREERS CENTER (under John F. Kennedy Adult Education)

Address: 1820 J Street
Telephone: 442-3696
Location: On J Street, between 18th and 29th Streets

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Special Programs and Services Office
Children's Centers Program

We welcome you as a substitute teacher in the Sacramento City Unified School District's Children's Centers Program. The centers provide children with quality instruction and supervision in an environment designed to encourage learning and growing. Our Children's Centers Program offers activities for preschool children which include art, music, science, reading readiness, mathematics readiness and psychomotor skills development; before- and after-school enrichment activities for older children such as science, cooking, mathematics, reading, music, art, crafts, and sports.

The infant-toddler centers are open when the high schools are in session. The hours are from 8:30 a.m. to 3:30 p.m. The regular centers are open from 7:00 a.m. to 6:00 p.m. year-round. They are closed only on holidays.

You may be called to serve anytime within our eleven-hour day, and you will not be asked to substitute less than 4 hours a day or more than 8 hours a day.

A list of your major responsibilities is as follows:

1. Report to the assistant supervisor or the designated person in charge upon arrival.
2. Sign the substitute sign-in sheet.
3. Follow the general schedule posted in the room.
4. Follow the lesson plans provided by the teacher.
5. Report any accident, illness or unusual happening to the assistant supervisor.
6. Never leave children unsupervised.
7. Never release children to unauthorized persons.
8. If required to sit with chilren at lunch time, you are not charged for your lunch.

Below is a numbered list of our children's centers showing addresses and telephone numbers. Please see the map of locations on next page

1. Children's Center Office
   418 "P" Street, Room 204
   454-8135 or 454-8796

2. American Legion
   Infant-Toddler House
   3801 Broadway
   454-8261

3. Argonaut Infant-Toddler House
   1400 Dickson Street
   454-8256

4. Bret Harte Children's Center
   2761 - 9th Avenue
   454-8287

5. C. P. Huntington
   Children's Center
   5917 - 26th Street
   454-8515

6. Elder Creek Childrens' Center
   7800 Lemon Hill Avenue
   454-8194

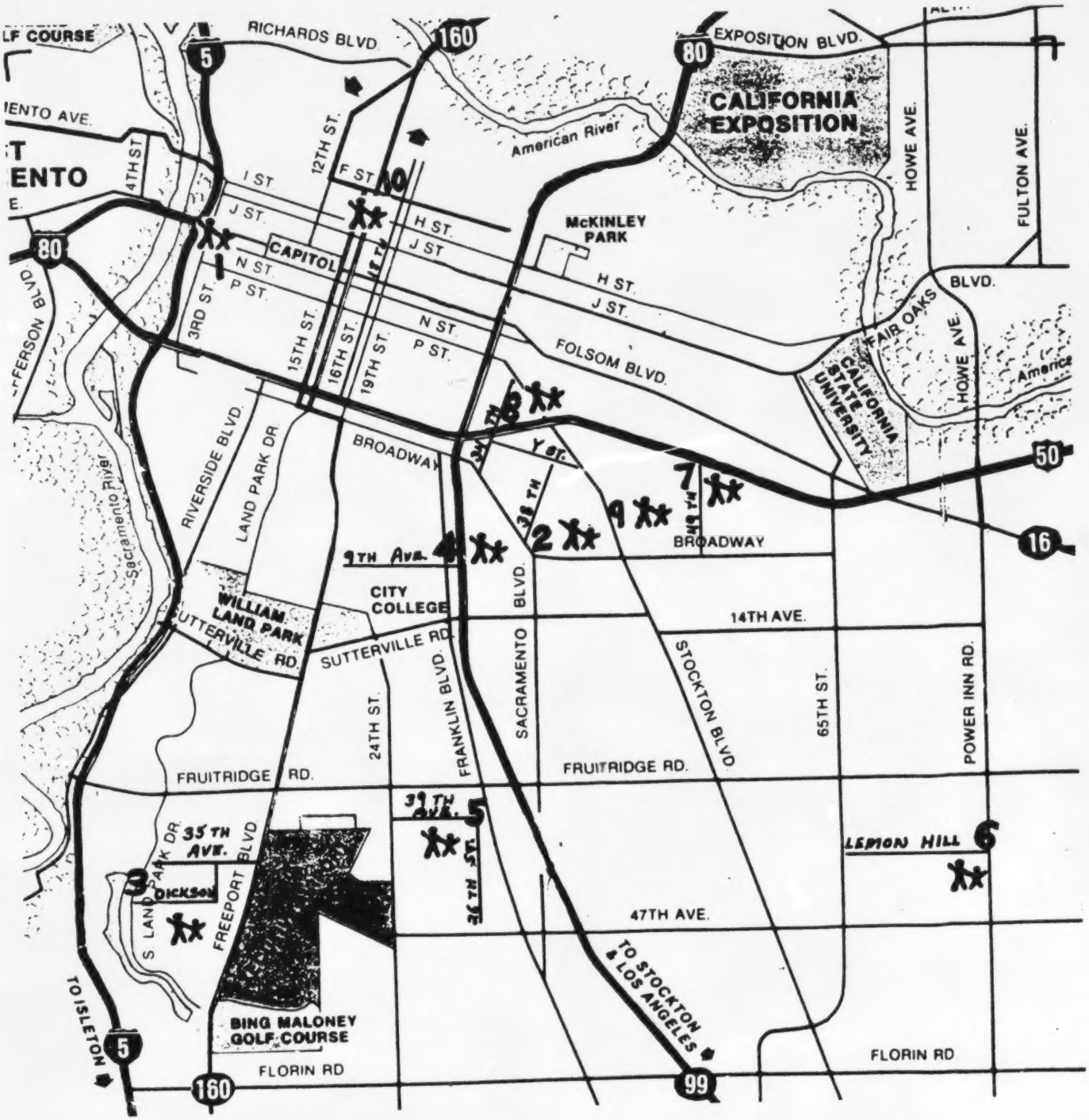
7. Marian Anderson
   Children's Center
   2850 - 49th Street
   454-8341

8. Sacramento High
   Children's Center
   2315 - 34th Street
   454-8700

9. Skills and Business Education
   Children's Center
   2751 Stockton Boulevard
   454-8509

10. Washington Children's Center
    530 - 18th Street
    454-8593

CHILDREN'S CENTERS MAP



VIII. APPENDIX B

Substitute Teachers' Evaluation Form

APPENDIX B

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Sacramento, California

SUBSTITUTE TEACHERS' EVALUATION FORM

To: Transactions and Records Section
Personnel Services Office
Sacramento City Unified School District

_____ has served as a substitute
(Name)
teacher at the _____ in _____
(School) (Grade and/or Subject)
during the month of _____, 19__. I am submitting the following
evaluation of his/her services.

_____ _____
Date Principal

. . . . . .

	Excellent	Good	Fair	Poor
1. Ability to teach grade or subject				
2. Skill in handling pupils				
3. Daily preparation, care of register, reports.				
4. Health and appearance				
5. Attitude toward class				
6. Attitude toward suggestions				
7. Relations with parents and other teachers . .				
8. Potentiality for regular employment				

REMARKS: _____

_____

_____

_____

IX. APPENDIX C

Telephone Questionnaire

Appendix C

Telephone Questionnaire

Would you please respond with a yes or no answer to the following questions.

1. Does your district provide substitute teachers with handbooks describing district procedures and policies related to their area of work?

(5) Yes (11) No

2. Has your school district developed instructional program guidelines for the use of substitute teachers?

(5) Yes (11) No

3. Does your district provide or sponsor, yearly substitute orientation workshops?

(6) Yes (10) No

X. APPENDIX D

Substitute Teachers, Arizona Educational Information System, Bibliography

Substitute Teachers, Arizona Educational Information System, Bibliography

SECTION B. DOCUMENTS AVAILABLE FROM OTHER SOURCES

Journal Articles

Baird, Ross L. "Make the Tape Recorder Your Classroom Substitute," Senior Scholastic, 73:9, October, 1958.

Bear, David E., and Regan Carpenter. "Improving the Substitute Teacher Program," National Elementary Principal, 40:39-41, April, 1961.

Bear, David E., and Regan Carpenter. "Substitute Teaching Programs," American School Board Journal, 143:16-17, November, 1961.

Bess, Charles E. "Substitutes," School and Community, November, 1973, pp. 31, 56.

Beyerlein, Joanne. "Checklist for Substitutes," Teacher, December, 1971, pp. 48-49.

Davis, Alonalie Hattenhauer. "20 Ways to Make Your Day Easier," Instructor, 83:100-101, October, 1973.

Esposito, Frank J. "Improving the Role of Substitute Teachers," NASSP Bulletin, December, 1975, pp. 47-50.

Funk, Betty D. "Substitutes Need Your Help," Instructor, November, 1974, p. 26.

Harwood, Shirley K. "Substitute Survival Kit," Instructor, 80:16-17, November, 1970.

Hatch, Virginia B. "A Chance for Identity, Integrity, Independence," Elementary School Journal, December, 1969, pp. 117-123.

Jackson, Rita Z. "Substitute, Help Yourself," Instructor, 72:105,109,112, February, 1963.

Jones, Annie Lee. "Inservice Education of Substitute Teachers," High School Journal, December, 1963, pp. 103-107.

Katz, P. M. "Master Lesson Plans Aid Substitute Teachers," Chicago School Journal, 46:73-74, November, 1964.

Kraut, Evelyn. "Regular Teachers Can Help the Substitutes," Instructor, 69:12, December, 1959.

Lambert, Sam M. "Substitute Teachers Have Their Say," National Education Association Journal, 44:149-151, March, 1955.

Lester, Michael C. "Survival Guide for Substitutes," Saturday Review of Education, 1:51-52, March, 1973.

McMahon, James L. "Baby Sitter or Real Teacher?" National Education Association Journal, 44:486-487, November, 1955.

McVittie, Robert W. "We Train Our Substitute Teachers," School Executive, 72:58-59, February, 1953.

Miller, Peggy L. "To a Substitute: You Are a Professional Educator," Instructor, 84:134-136, August, 1974.

Niensted, Serena. "Diary of a Substitute," Instructor, 83:102-103, October, 1973.

Ohmit, Gwendolyn. "Help for the Substitute Teacher," Clearing House, March, 1963, pp. 398-401.

Pederson, Kenneth L. "The Substitute Teacher Plan," Clearing House, March, 1961.

Perkins, Ruth C. "Problems of the Substitute Teacher," NASSP Bulletin, December, 1959, pp. 56-59.

Peterson, Carl H. "Train Your Own Substitute Teacher," School Executive, 78:51-53, September, 1958.

Polos, Nicholas C. "Problems of the Pinch Hitter," Clearing House, March, 1963, pp. 393-396.

Secor, Joan. "From a Substitute: I am a 'Real Teacher'," Instructor, 84:135, 140, 142, August, 1974.

Swidler, Edward. "Landing a Job as a Substitute," Instructor, 83:100, October, 1973.

Totten, Clyde W. "The Day of the Substitute," Today's Education, January, 1969, pp. 24-25.

Wayne, Mark C. "Grooming of an Able Substitute," School Executive, 78:59, May, 1959.

Wible, Clarence B. "Don't Sell the Substitute Teacher Short," Clearning House, March, 1963, pp. 396-398.

Wolff, Diana. "Letting Behavior Mod Work for You," Instructor, 83:101-102, October, 1973.

Woodbury, Roger M. "How to Help Your Substitute Teacher," School Board Journal, December, 1960, p. 24.

Woodbury, Roger M. "Making Effective Use of the Substitute Teacher," National Education Association Journal, 50:20, September, 1961.

Books

Freeman, Miriam and Terri Perl. A Sourcebook for Substitutes. Menlo Park, California: Addison-Wesley, 1974. This book presents a collection of tested materials such as word and number games, puzzles, experiments, etc., that are geared to help a substitute design emergency lessons. Suggestions for all curriculum areas and age levels, as well as hints directed toward improving classroom management are included.

Haskins, Mary Glenn. Half-Hour Notice. 50 Mini-Lessons for High School Substitutes. New York, New York: Citation Press, 1974. This is a book of 50 mini-lessons designed for high school substitute teachers who need help in the areas of English, science, mathematics, history, government, art, music, foreign languages, and sports. The lessons that are included require no preparation or equipment, and each one takes less than an hour. Several activities and a list of sources for further reading are suggested at the end of each lesson.

Lamberton, Pamela J. Substitute Teacher's Handbook: A Guide for Survival in the Elementary Grades. Fairfield, New Jersey: Economic Press. This book is very general and contains classroom helps such as writing, spelling and math games for grades K-6.

Perkins, Bryce. Getting Better Results from Substitutes, Teacher Aides and Volunteers. Englewood Cliffs, New Jersey: Prentice-Hall, 1966. This book, which is part of Prentice-Hall's Successful School Management Series, outlines a method for obtaining and effectively using substitute teachers. The author provides guidance on recruiting, handbooks, orientation, and inservice training.

XI. APPENDIX E

Substitute Teacher Program:

Suggestions for School Principals and Regular Teachers

Sacramento City Unified School District
Certificated Personnel Services

SUBSTITUTE TEACHER PROGRAM

A. Suggestions for School Principals and Regular Teachers

1. Be sure the substitute teachers are informed about the schools, particularly about those characteristics and policies or practices which may differ from other schools.

2. Be sure that the regular teachers do maintain good, up-to-date daily lesson plans, class lists, seating charts, time schedules, and any other information regarding specific pupils which may be helpful; and that such information is readily available and easily located.

3. Be sure that the substitute teacher is given assistance at the beginning of the assignment by a certificated staff member to be sure the plans, materials, etc., are available and appropriate for the substitute teacher's needs.

4. Be sure that a certificated staff member checks periodically with the substitute teacher to see if further assistance is needed.

5. Be sure that evaluation reports are completed for new substitute teachers and for others as appropriate--particularly when a substitute teacher's service has been unsatisfactory.

6. Promote a positive attitude of support among the staff and students concerning their responsibilities to substitute teachers.

B. Suggestions for Substitute Teachers

1. Make every effort to arrive for the assignment early enough to get prepared for the pupils.

2. Follow the teacher's plans as closely as possible, leaving a note or record of what was accomplished and any special successes or problems which arose.

3. Ask questions and call for assistance whenever it is needed.

XII. APPENDIX F

Substitute Teacher Program:

Specific Responsibilities in Substitute Assignments

Sacramento City Unified School District
Certificated Personnel Services

SUBSTITUTE TEACHER PROGRAM

Specific Responsibilities in Substitute Assignments

Hints for Success

Report to the principal's office upon arrival at the school.

Use dispatch in getting the class to work. Avoid unnecessary talking.

Write directions or lesson plans neatly on the board; this will be a great help in the orderly beginning of the day's work.

Be ready when the bell or buzzer rings to supervise the passing in and out of the room, caring for wraps, and getting settled in seats.

Be an informed substitute; know the school rules.

Introduce yourself briefly to the class and perhaps tell them a little about yourself--what and where you have taught. Participate in the sharing of current events, news.

Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not accepted ways of pupil control.

Use positive rather than negative requests and suggestions.

Expect respect and cooperation; be respectful of students' opinions.

Have a positive, enthusiastic attitude toward the assignment.

Work habits and general classroom control should be maintained so that continuity in learning will take place.

Good teaching is the best preventative for disorder. Have clear and definite directions for lessons and for passing and collecting papers; fairness, and careful follow-through are invaluable in maintaining good order.

Suggestions for Maintaining Standards

Positive requests and suggestions, consistency, encouragement, and praise are far more effective in controlling boys and girls than a negative, sarcastic approach.

The teacher's own behavior, his courtesy, fairness, and interest in the work will all contribute to a well-controlled room.

Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom.

The Principal Expects the Substitute Teacher to--

Arrive at least fifteen minutes before the first class is scheduled to convene, if possible, and remain at least fifteen minutes after the last class has been dismissed, or the end of the preparation period.

Report to the principal's office immediately upon arrival.

Sign or initial teacher's attendance sheet as instructed by the principal or his clerk.

Check schedules for possible duties--lunchroom, yard, hall.

Check mailbox for information.

Ask questions when help is needed.

Report at end of day to inquire if services will be required the following day.

Be prompt when assigned to yard or lunchroom supervision and remain on the assignment until relieved by next teacher.

Be familiar with and follow emergency drill procedures.

Abide by the routine of the regular program if lesson plans in the planbook cannot be followed.

Correct, organize, and label completed work. These papers are to be left on the teacher's desk with appropriate explanation. Work may be corrected with pupils or by the teacher.

Leave a note explaining progress made, work completed, work unfinished, special assignments, and other items of importance.

Leave room neat and in order.

The Substitute May Expect the Principal to--

Discuss unusual problems in the room.

Explain events, changes in routine and program--bank collections, fire drill, etc.

Introduce him to the class and to the other teachers, if possible, especially if it is a substitute's first experience in the building.

Check the regular teacher's plans to ascertain if scheduled equipment is ready or required.

Inform him how to get supplies or equipment.

The Classroom Teacher Expects the Substitute to--

Keep an accurate record of attendance.

Follow the regular plan as closely as possible.

Check and correct all papers and workbooks which the pupils have done.

Use teacher's manuals in preparing lesson plans.

Try to maintain a neat, orderly, attractive environment.

Leave a statement of the work covered together with any comment about special difficulty or outstanding cooperation, work completed, work unfinished.

XIII. APPENDIX G

Evaluation of Inservice Education Programs

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Division of Instruction
Staff Training Services Department

EVALUATION OF INSERVICE EDUCATION PROGRAMS

Inservice education programs are useful only when they contribute ideas, information, or insights to those who are participating in them. In order to continually improve our training programs, it is necessary for you to determine their worth and make constructive suggestions.

_____ Date

_____ Course or Workshop Title

_____ Instructor

	Significantly	Moderately	Negligibly	N/A
1. To what extent do you feel that you are better prepared to do your job because of the training you received in this program?	_____	_____	_____	____
2. In which of the following areas was this program helpful to you?				
LECTURES: philosophy/theory/general information	_____	_____	_____	____
DISCUSSIONS	_____	_____	_____	____
DEMONSTRATIONS: methods/techniques/ materials	_____	_____	_____	____
WORKSHOP ACTIVITIES	_____	_____	_____	____
TEXTS AND RESOURCES: knowledge/ availability	_____	_____	_____	____
MATERIALS/SUPPLIES	_____	_____	_____	____
OTHER:_____	_____	_____	_____	____

3. Did this program meet the stated objective? Yes_____ No_____

4. ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

5. List other inservice programs you would like to see offered by the Staff Training Services Department.

_____

_____

_____

INSTRUCTOR WILL RETURN EVALUATION TO STAFF TRAINING SERVICES DEPARTMENT.

SIGNATURE OPTIONAL